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ABSTRACT

A statewide needs assessment surveyed felt training needs of administrators, instructors, and advisors of adult literacy programs in Florida. Data were collected in the following ways: questionnaires sent to recipients of Adult Supplemental Grants and advisory-council chairpersons; indepth interviews; a literature review and document analysis; and field research. The first activity phase explored the extent and nature of training activities, resources, and benefits. Findings confirmed significant demographic and geographic imbalances in the provision of training throughout the state. Fiscal resources were used mainly for provision of literacy services; relatively small portions were authorized for provider training. The major benefits derived from participation in education and training were in the area of personal and professional growth. The second phase of the study used these findings as a basis for assessing the current state of training and for recommending a framework for systematically addressing education and training. The framework encompassed two operational areas of leadership in adult-literacy education: (1) the state/central, regional, and district levels of operation and (2) administrative, instructional, or advisory functions. A proposal was made for roles, functions, and relationships that constitute the initial steps in building a model support system for training. (Appendixes include a 45-item bibliography, letters and instruments, directory of research participants, sample advisory council training materials, and a list of documents reviewed.) (YLB)

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ED 367 776

ADULT LITERACY LEADERSHIP TRAINING PROJECT
PHASE II

VOLUME I

TOWARD THE DEVELOPMENT OF A COMPREHENSIVE EDUCATION AND TRAINING MODEL FOR FLORIDA'S ADULT LITERACY LEADERSHIP

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An endeavor of this magnitude, complexity, and duration would have been impossible without the support of many dedicated persons. While the list of participants is too long to recite here, we have tried to acknowledge them all in the Directory of Research Participants located in Appendix B of this report.

We would like to express our appreciation here to our university colleagues who gave tirelessly of their time, and expertise. They allowed us to share their equipment and facilities, and they continued to offer encouragement during the life of this study. We thank our fellow adult educators in the field for whom we gain increased admiration and respect each time we work with them. We would like to thank *Ms. Eileen Sirois* for her managerial assistance throughout the duration of this study, and we would also like to thank *Mr. Marc Resnick* for his assistance in developing and producing the final document, and *Ms. Frances Brock* for her editorial assistance and advisement.

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EXECUTIVE SUMMARY

Highly committed administrators, instructors, and advisory council members of adult literacy programs throughout Florida continue to help individuals face and overcome the formidable challenge of basic and functional illiteracy. Their success in accomplishing program goals and meeting the demands of practice will be greatly enhanced by the opportunity for them to gain increased and more diverse qualifications. One way to ensure that such opportunity exists is to develop a statewide infrastructure for the professional development of literacy leaders.

A critical element of literacy leadership development is the provision of education and training at state, regional, and local levels. Toward this end, the study reported here brings into focus the development of programmatic and structural options for meeting the felt training needs of literacy providers. It is intended to equip planners and policy makers with data and analysis that assist them in the utilization of available structures and resources to create a systematic approach for provider training.

Purposes and Target Audience

The researchers sought to achieve several purposes. They were (1) to investigate the extent to which DOE-funded literacy programs contained staff training activities intended to meet the felt needs of literacy leaders, (2) to explore the extent of resource availability and utilization, (3) to determine the kinds of benefits derived from existing programs, (4) to assess the current state of needs resolution, and (5) to explore options for reducing training deficits.

The study was conceived with a particular audience in mind. They were Florida's adult-literacy leadership--the administrators and instructors who work in DOE-funded programs, as well as the board and council members who advise these programs.

Methodology

Consistent with the focus and character of our research, we chose to use complimentary modes of inquiry and to analyze data from quantitative and qualitative points of view. A multi-instrumentation strategy yielded several sets of evidence which constituted the basis for data analysis. Modes of inquiry and data collection included the following: (1) a survey questionnaire sent to recipients of Adult Supplemental Grants

(321) and another questionnaire to advisory-council chairpersons; (2) in-depth interviews with key informants; (3) a literature review and document analysis, and (4) field research conducted with a volunteer organization, training consortia, and associations statewide.

Research Findings

This study was conducted in two activity phases. The first phase explored the extent and nature of training activities, resources, and benefits. The second phase utilized the essential findings of the exploration as a basis for assessing the current state of training, and for recommending a framework for systematically addressing education and training.

First Phase Activity : Activities, Resources, and Benefits

Current Training Activity. Although there is a considerable range of training activity, its potential for significantly effecting the resolution of high-priority needs is weakened by the lack of focus and coordination at the state and regional levels.

Findings confirm that there are significant demographic and geographic imbalances in the provision of training throughout the state. Certain regions of the state are more likely to offer training opportunities than are others. Similarly, certain categories of literacy providers are more likely to be beneficiaries of training than others.

Resources. The state has access to a variety of fiscal resources that it applies to literacy development. Major among them is the State-Administered Basic Grants Program and the Florida Education Finance Program. These and other funding sources are used mainly for the provision of literacy services. Relatively small portions are authorized for provider training. The extent to which districts are able to access these funds appears to be constrained by a number of factors, not the least among them being the volume of FTE student production and the size and composition of the adult basic education operation.

Benefits. The major benefits derived from participation in education and training are in the area of personal and professional growth. There is every indication that literacy providers desire to become more professionally competent. While current training activity is helping to satisfy this desire, there are recognizable training deficits and a general lack of training opportunities.

Second Phase Activity: A Recommended Training Framework

Current literacy development efforts would be greatly strengthened and their results multiplied if a more comprehensive institutional support system were designed to sustain and coordinate education and training activity.

The framework for such a system, as recommended in the study, encompasses two operational areas of leadership in adult-literacy education. One area comprises the state/central, regional, and district levels of operation. The other is role- or task-related and comprises administrative, instructional, or advisory functions.

The report offers a proposal for roles, functions, and relationships that constitute the initial steps in building a model support system for training in DOE programs. These roles, functions, and relationships are embodied in a series of recommendations intended to initiate dialogue about the building of a state-supported infrastructure for literacy-educator development. Our recommendations address the following areas:

☐ Elimination of current training imbalances
☐ Policy review and development
☐ Standards of practice
☐ Establishment of communication and networking systems
☐ Restructuring of state, regional, and local administrative and coordinative roles
☐ Clarification of state, regional, and local functions

The study concludes with the incorporation of recommended roles, functions, and relationships into an integrated action framework for developing a statewide infrastructure for adult literacy leadership training.

Within the framework of these roles, functions, and relationships lies the potential for participatory planning and the systematic delivery of training to Florida's adult literacy leadership. Above all, this study has the potential for provoking thought and initiating dialogue among interested and affected parties.

In the opinion of the researchers, the missing parts of a much needed infrastructure are available or can be developed by motivated persons. The challenge is to focus our energies and enlist the vast talent and will among us to get the job done.

PROLOGUE

In the spring of 1990, researchers in the Graduate Adult Education Program at the Florida State University conducted a statewide needs assessment of the felt training needs of administrators, instructors, and advisors of adult literacy programs in Florida. The study, sponsored by the Florida Department of Education (DOE) initiated the Florida State University Adult Literacy Leadership Training Project (LLTP), a collaborative effort aimed at improving and increasing professional development opportunities for literacy leaders in DOE-funded adult literacy programs.

In its conception, the LLTP had as its initial phases the assessment of need and the construction of an infrastructure for the development and delivery of training to adult literacy providers. Accordingly, the study reported here, which took place during the 1990-91 academic year, builds upon the needs assessment conducted one year ago. It begins to move the DOE initiative from the realm of exploration toward the improvement of actual practice.

A summary of the 1990 study is included here to provide a point of reference and as background for understanding the current study.

Identifying The Training Needs of Florida's Adult Literacy Leadership - June 1990

Purpose

Though increasing attention has been focused on the drive to overcome basic and functional illiteracy among adults in this country, rather little heed has been paid to the professional development and continuing education needs of the personnel charged with leading the efforts - namely, the instructors, administrators and advisory staff who plan and carry out adult literacy programs at the regional and district level. The 1990 study was devoted to bridging that gap. Its central purpose was to identify the most pressing education and training needs of Florida's literacy leadership and to begin to envision adequate programmatic responses.

Methodology

The methodology for the 1990 study was shaped in conformity with two underlying principles: (1) provide for maximum possible participation by adult literacy providers; and (2) combine several different bodies of evidence and types of inquiry as a means of validating findings and compensating for the difficulties of rapid investigation in such a new field.

Survey instruments on training needs were designed and sent to local education agencies and literacy providers in all districts of Florida who were receiving Department of Education funding for adult education programming. Sixty-seven percent of the recipient organizations responded. At various stages in the development of the study, interviews were conducted by telephone and in person, and several meetings with representatives of literacy provider agencies were held to discuss the design and organization, and the interpretation of its results. A thorough literature review search was also conducted.

Information was collected and analyzed on five related topics:

- the present status of adult literacy in Florida;
- current best practices in other states regarding literacy leadership training;
- recent professional and academic literature on leadership training;
- the most pressing felt training needs of Florida's literacy providers; and
- the insights of veteran observers of Florida literacy leadership training.

Findings

The principle findings from these sources provided convergent evidence of an urgent need for continued professional training of Florida literacy personnel.

Current Status of Adult Literacy in Florida

The 1990 study revealed that the problem of adult literacy in Florida is growing in dimension and complexity. Literacy programming funded or promoted by the DOE, while increasingly innovative and effective, is not yet of a scope or breadth to overcome the multiple sources of Florida's illiteracy problem. Quantitatively, best estimates indicated that the number of people added to the "pool" of adult illiterates in Florida every year by school dropout, under-education and the effects of immigration almost certainly surpasses - and may more than double - the number made literate by our programs. Qualitatively, new methods are sorely needed for "reaching the unreached" across the barriers created by the "subcultures of illiteracy" to which multiple sources of disadvantage give birth. Staff training was shown to be a critical component of any new initiatives designed to overcome this double jeopardy.

Best Practice in Other States

A review of other states whose situation most resembles our own (Virginia, Texas, Arkansas, California and North Carolina) showed that they, too, have recognized the imperative for an expanding and better trained cadre of literacy professionals and providers. Initiatives recently undertaken in these states furnished useful examples for consideration in Florida. At the same time, the recent and exploratory nature of programs elsewhere in the country demonstrated that Florida can be on the forefront of the nation in addressing the critical drive for adult literacy.

Literature Review

The scant though rapidly increasing literature on leadership training needs in adult literacy made clear the multiple competencies that must be brought into play in building effective literacy coalitions and programs. Most of these are not provided by the professional and training backgrounds from which adult literacy providers generally come. Attention is only now being drawn in print to the nature of this shortfall and optimum means for remedying it.

Survey of Felt Training Needs

Qualitative and quantitative data from the survey of felt needs among Florida literacy providers left little doubt that for the large majority of respondents continuing education opportunities are greatly desired. Training is valued not only as a means of meeting skill instruction needs, but also as an opportunity for "field-to-field" networking with other literacy providers. Instructors cited most frequently their need for training in instructional methods, new learning technologies, student retention strategies and methods for identification and treatment of learning disabilities. Administrators stressed fund acquisition techniques, computer skills, management skills, and building community support for literacy programs. Advisory councils gave priority to program management and evaluation methods, financial planning, and legislative relations as areas of need for training.

There was at the same time significant variation in needs among different subgroups within the State. The most noticeable differentiating factors were geographical region, predominantly rural versus predominantly urban location, and part-time as compared to full-time staff. In general, administrators expressed a higher level of interest in training and a greater number of priority needs than did instructors; this may have been partly accounted for by the "leadership" focus of that survey.

Recommendations of the 1990 Study

The following general recommendations were made at the conclusion of that study:

1. Renew and reaffirm the DOE's commitment to the training and professional development of Florida's literacy personnel and its resolve to help provide the necessary continuing education resources and opportunities.
2. Take the next major step in meeting the training needs expressed by evaluating existing training procedures, inventorying potential training resources around the State, and devising a model for design and delivery of the most critical forms of training to those in need.
3. Consider the feasibility of various measures to increase incentives for continuing education relevant to literacy and to structure professional development opportunities for committed literacy providers.
4. Conduct focus groups at regional and selected local sites to discuss the results of the study, their meaning and their implications with district personnel.

Critical and Serious Training Needs Emerging from the 1990 Study

TRAINING NEED RATING SCALE KEY

A. Critical need = urgent need for training

B. Serious need = definite need for training

C. Moderate need = some need for training

D. Periodic need = periodic need for training

E. No need = clearly no need for improvement

The following Tables identify the areas of "Critical" and "Serious" training needs for adult literacy providers:

ADMINISTRATORS' AVERAGE RATINGS OF SPECIFIC TRAINING NEEDS

Training Need	Average Rating	Percent of Respondents Rating this Area "Critical" "Serious"
First Priority Group		
Acquiring funds	2.25	64%
Building community support for adult literacy activity	2.48	58%
Second Priority Group		
Using computers and technology	2.55	48%
Promoting and marketing literacy programs	2.56	50%
Finding appropriate instructional software	2.58	47%
Screening clientele learning needs	2.60	49%
Managing program and course implementation	2.61	49%
Finding appropriate instructional materials	2.61	43%
Facilitating interagency collaboration	2.63	47%
Meeting English as Second Language (ESL) student needs	2.77	38%
Third Priority Group		
Engaging and managing volunteers	2.80	45%
Understanding cultural diversity and its program and educational implications	2.83	36%
Developing program offerings and operations	2.85	35%
Evaluating programs	2.87	37%
Promoting staff efficiency and productivity	2.88	39%
Creating environments conducive to adult learning	2.91	39%
Reviewing current adult literacy education theory	2.94	28%
Understanding screening or testing results	2.96	33%
Record keeping	2.96	39%
Managing grants	2.96	33%
Other		
Understanding and communicating policies and procedures	3.19	30%
Interacting with other administrators	3.20	21%
Interacting with state and/or local advisory board(s).	3.40	28%
Communicating with Department of Education (DOE)	3.25	24%
Developing written and oral skills	3.26	27%
Recruiting, selecting and managing paid personnel	3.28	21%
Interacting with instructional personnel	3.36	23%
Understanding the language in the goals and objectives of the program	3.36	21%
Managing or resolving interpersonal conflicts	3.46	17%

INSTRUCTORS' AVERAGE RATINGS OF SPECIFIC TRAINING NEEDS

Training Need	Average Rating	Percent of Respondents Rating this Area "Critical" "Serious"
First Priority Group		
Identification of adult student learning problems or disabilities	2.38	47%
Second Priority Group		
Drop-out prevention strategies	2.59	49%
Computer and technology use	2.61	47%
Third Priority Group		
Analysis of workplace literacy needs	2.80	36%
Instructional materials development	2.84	38%
Evaluation techniques other than standardized tests	2.87	32%
Teaching the English as Second Language (ESL) student	2.91	40%
Instructional materials development	2.96	35%
Understanding student's social contexts (e.g., family, community, workplace)	2.98	34%
Other		
Program design and development	3.02	24%
Stages of adult development	3.09	26%
Interdisciplinary theory of literacy education in social, political, etc. contexts	3.11	27%
Current theory on how adults learn	3.15	22%
Cultural sensitivity	3.17	24%
Program promotion or marketing	3.19	24%
Program implementation	3.22	20%
Use and interpretation of standardized tests	3.25	20%
Program evaluation	3.34	21%
Strategies for participation in policy development	3.36	24%
Student interviewing/interacting with students	3.36	14%
Interacting with community members	3.38	25%
Financial planning and use of funds	3.47	22%
Written and oral presentation skills	3.51	13%
Interacting with administration	3.75	15%

ADVISORS' RANKING OF THEIR OWN GENERAL TRAINING NEEDS

Final Ranking	General Category of Need	Average Rank Score
1	Program management and evaluation	3.3
2	Program design and development	3.4
3	Finance	3.7
4	Legislative / Government relations	4.2
5	Communication	4.8
6	Technology	4.9
7	Policy analysis and development	5.5
8	Field Practices	6.0
9	Adult literacy education theory	6.1

CHAPTER I

INTRODUCTION

If adult literacy programs in America are to meet quality standards and yield significant results, the professional development of those who plan and implement them is a national imperative. In Florida, that imperative is echoed in the statements of adult educators who work daily to help individuals overcome the formidable handicaps of basic and functional illiteracy.

Adult educators with responsibility for leadership at the state level are listening. Their response is to begin building an infrastructure that supports the reduction of illiteracy by offering professional development opportunities to those who deliver instruction and services at the local level.

In its effort to adopt new technologies, improve program effectiveness and ensure educational accountability, the Bureau of Adult and Community Education (BACE) of the Florida Department of Education (DOE) is exploring ways to upgrade the professional competencies and strengths, and the technical skills required of literacy leaders.

The research presented here begins to move the BACE/DOE initiative from the realm of exploration toward improvement of actual practice. ***Toward the Development of a Comprehensive Training Model for Florida's Adult Literacy Leadership*** is the second in a series of research and development projects designed to meet the felt training needs of administrators, instructors, and advisors of adult-literacy programs in Florida. The study contained herein succeeds a 1990 study that identified several education and training needs among providers of DOE-funded adult-literacy programs.

The initial research included the recommendation that DOE review existing education and training programs to (1) determine the extent and nature of programmatic responses to felt needs, (2) to inventory potential and existing resources for meeting education and training needs, and (3) to initiate the development of a comprehensive model for the design and delivery of the forms of training needed most.

Consistent with that recommendation, in the fall of 1990 BACE sponsored a participatory research and planning effort among researchers at the Florida State University, literacy leaders within local educational agencies, and centrally located DOE administrators and specialists. The result is a framework that provides the informational and logistical infrastructure for a comprehensive education and training model.

Intent of the Study

Several DOE initiatives comprise the means by which education and training can be discussed and accomplished. Among them are *The Florida Adult Literacy Plan (FALP)*, various policy boards and councils, and literacy associations and coalitions. Within these and other less formal structures is the potential for addressing some of the professional development needs of literacy providers.

This study is intended to equip planners and policy makers with reliable data and strategies for utilizing available structures and resources to reduce current education and training deficits. Education and training is viewed as an important aspect of professional development. Further, the study is intended to provoke new dialogue concerning the urgency of professional development activity and the growing obsolescence of traditional modes of literacy-leadership development.

Objectives of the Study

This study was structured around five main objectives:

1. To review and document the extent of existing training activity occurring in local educational agencies administering DOE-funded literacy programs.
2. To review resource availability and utilization, and assess perceived benefits of existing education and training activity.
3. To determine the current state of needs resolution as indicated by the extent and nature of programmatic responses.
4. To provide for policy makers and planners an informed judgement regarding the extent and substance of additional necessary responses and to suggest structural innovations and revisions toward that end.
5. To suggest a framework that can provide the informational and logistical infrastructure for accomplishing education and training.

Target Population

The larger target audience for education and training is identified in the Florida Adult Education Act as the **local educational agencies** (LEAs), and in *The Florida Adult Literacy Plan* as Florida's **literacy providers**. For purposes of this study, the target audience was more sharply defined as Florida's adult-literacy leadership, i.e., **the administrators and instructors who work in DOE-funded literacy programs and the board and council members that advise those programs.** These leaders by virtue of their positions are charged with guiding efforts to achieve the goals of *The Florida Adult*

Literacy Plan. Their activities contribute directly to overcoming the problems of illiteracy in the state. These individuals, themselves, provided a substantial portion of the information base from which findings were derived and upon which recommendations concerning an education and training framework were based.

Limitations and Ambitions of the Study

Initially, the study was conceived as a highly collaborative venture incorporating extensive site-based activity across several levels of agency and community participation. Direct and progressively more intricate involvement by the intended beneficiaries of the study was the ideal upon which the early conception was based. Such a conception presupposed the availability of fiscal and human resources that would allow for frequent, direct interaction over a sustained period of time. Before the study began, however, the original conception was obviated by fiscal constraints beyond the control of either project sponsors or project staff.

Conceptual and methodological adjustments were made at the beginning and throughout the research process to retain the integrity of the initial plan and ensure the quality and utility of the results of the study. Direct personal involvement by participants was supplemented by electronic and written communications with field-based individuals, agencies, and organizations. Concurrently, secondary sources (documents and other literature) were used to minimize the effect of the imposed constraints. Individuals and groups in all 67 LEAs were directly involved as survey respondents, informants, or advisors to the study. While this level of involvement ensured a high degree of representation among regions, the generalizability of project findings is conditioned by the very nature of self-reported responses and to a lesser extent by our reduced capacity to attain the regional coverage originally thought necessary.

On an entirely different level, as project researchers, we were faced with an unexpected phenomenon. While we expected to find frequent instances of isolated training activity and to encounter some locale-specific disparities in the provision, delivery, and discussion of education and training programs, there was no indication, prior to this study, of how vastly different the notions and perceptions of training would be, and of how dissimilar the language for communicating them would be as well. These differences revealed extreme variations in training terminology and ideation. Considerable translation was often required for an accurate interpretation of dissimilar representations of training. The fear always accompanying this phenomenon is that something of value may be lost in the translation.

We sought to neutralize this possibility by representing as essential findings only those that are strongly substantiated by all sets of evidence. Deviations and incidental findings are reported as such. Undoubtedly, this study, while not stating this as a primary objective, will itself serve to create a common basis and broader perspective from which to discuss training for literacy educators.

The findings reported in this study are based on the self-reports of responding districts in regions. Accordingly, the extent of training activity documented may reflect the extent of regional response. The generalizability of the study is conditioned by this constraint. We believe, however, that the high response rate and the distribution of responses across the state ensure the applicability of our findings to most areas of the state.

Organization of the Study Report

The final report of the study is presented in two volumes. The first volume consists of the overall research report. It presents the specific objectives around which the study revolved (Chapter I), the **methodology** of the study (Chapter II), the major research **findings** of the first and second activity phases (Chapter III), a **synthesis and conclusions** (Chapter IV), and **recommendations** (Chapter V). The appendices include copies of survey instruments used, cover letters to LEA recipients, open-ended questionnaires used with TEC directors throughout the state, and those used during site visits and focus-group activity. Sample training activity contained in the *Handbook for Program Management--Series 1* also appears in the appendices for Volume I, as well as a directory of research participants and a bibliography of sources used in this study.

Developed concurrently and as a supplement to Volume I, the second volume offers pragmatic approaches related to program development at district, regional, and state levels. Designed to be user-friendly, it is practitioner-oriented in its presentation of guidelines, procedures, and resources. Appendices to Volume II include (a) directories of training resources identified by survey respondents, district resource personnel who administer programs, advisory-council members who responded to the 1990 survey of training needs, and public-domain vendors who provide training at the Florida Literacy Coalition meetings; (b) an extensive review of private foundations that fund educational activity in the state of Florida; and (c) a list of the professional references used in Volume II.

CHAPTER II

METHODOLOGY

This study was driven by three main purposes:

- To investigate the extent to which DOE-funded literacy programs contained staff-training activities that were intended to meet the felt needs of literacy leaders, i.e., administrators, instructors, and advisors.
- To ascertain whether or not these literacy leaders perceived that existing activities were beneficial in meeting their felt needs.
- To explore programmatic and structural options for reducing existing training deficits.

Accordingly, researchers sought to determine whether staff-training programs were targeted for previously identified needs, whether these programs were perceived to be advantageous in addressing felt needs, and what options for meeting felt needs can and should be explored by policy makers and other decision makers at central and local levels. Consistent with the nature of our inquiry, research methods were selected to investigate the existing situation so as to determine options for meeting felt needs.

We chose to employ complementary modes of inquiry and to analyze data from quantitative and qualitative points of view. A multi-instrumentation strategy yielded several sets of evidence which constitute the basis for our analysis.

Modes of Inquiry and Data Collection

Survey of Regions

Recipients of Adult Supplemental Grants (321) in the 67 districts comprising Florida's 5 geographic regions received a questionnaire containing 20 high-priority administrator needs and 9 high-priority instructor needs that had been previously identified in the 1990 study (Appendix A).

For each need identified, district directors were asked to indicate any existing district-developed or other-developed training activities that were currently being utilized to address these needs. Additionally, they were asked to identify literacy boards that functioned in an advisory capacity to adult-literacy programs in their districts, and to identify the primary contact persons for each of the boards.

A second questionnaire was developed. Containing five previously identified priority training needs of advisory-council members, it was sent to 29 primary contact persons identified by district directors as advisory-council chairpersons. Similarly, these individuals were asked to indicate whether their boards or councils were currently utilizing training activities to address needs and whether these activities were developed by the district or by an agent not primarily associated with DOE-sponsored district programs.

Key-Informant Interviews

One or more key informants in each of the 5 geographic regions were selected for in-depth interviews concerning education and training opportunities, perceived benefits, and resource utilization in the regions.

Interviewing key informants is an established means of securing pertinent information that may not be revealed by other means. Key informants are generally well informed, articulate, approachable, and available--as were those who participated in this study. Informants were selected because of their knowledge of regional responses to training needs and because of their willingness and availability to devote a considerable amount of time to discussing our preliminary survey results as well as other district-related training matters. Further, they were selected because they represented districts that currently operated training programs designed to address a majority of priority needs identified statewide.

Literature Review and Document Analysis

The research team conducted an extensive literature review and critical analysis of documents related to local, regional, state, and national literacy-leadership development. Over 100 such documents were read and analyzed. These documents included (1) state and local literacy plans, (2) state and federal regulatory statutes, (3) other key state legislation,(4) state-funded grants, as well as (5) numerous current publications in the areas of adult education, adult literacy, and human-resource development. Review and analysis of such references served to deepen our insights and contextualize our findings.

Review of Field-Based Activity

A fourth data base was established from field research conducted with a volunteer, nonprofit organization and from telephone surveys of training consortia and associations throughout the state.

Participant Observation

For a period of 12 weeks, a member of the research team was a participant-observer with the Florida Literacy Volunteers of America (LVA) Incorporated Board of Directors. In her role as participant-observer, the researcher sought to better understand the policy implications of literacy-leadership development within a volunteer policy-advisory board that was addressing training needs similar to those identified in the 1990 study of DOE literacy leaders. These findings were incorporated into the study and analyzed along with region-specific findings. This analysis was later applied to the development of training options and designs for DOE-agency training programs.

Survey of Teacher Education Centers and Training Consortia

Teacher Education Centers (TEC) possess the means to facilitate the delivery of training throughout the state. TECs and the training consortia that have evolved from them were a fertile source of data for the study. During the life of the study, interviews were conducted with center directors in each of the five regions and with the three consortia directors.

Data Analysis

Prior to a deeper analysis, preliminary manipulations were used to order the data. Quantitative data were charted and tabulated. Qualitative data were classified via categories endemic to the purposes and objectives of the study. Recurrent themes not contained within these categories were noted for incorporation into subsequent analysis. Data displayed in this manner facilitated rigorous analysis and reduced the likelihood of alternative interpretations.

Even at a preliminary level, data displays provided a graphic view of the extent and distribution of training activity. At a deeper level, however, we sought insights into the kinds of variables and patterns that not only account for the extent and distribution of training activity, but also helped explain the perception of training benefits, and the distribution and utilization of resources for training. Such insights would prove to be indispensable to a prognosis for future training activities and configurations, and to recommendations for an informational and logistical framework with which to guide the development of a comprehensive model.

To arrive at such insights, researchers employed an explanation-building analytical technique. Bodies of evidence developed through methodological triangulation were examined from multiple perspectives, while building explanations in the process. Explanations, supporting analysis, and conclusions developed in this manner were reviewed by field-based literacy educators and Florida State University faculty in education and professional-development programs.

During a third stage of analysis, suggestions received and insights developed during prior stages were used to modify interpretations and develop the final report.

CHAPTER III

RESEARCH FINDINGS

Two phases of activity were associated with this study. The first phase was an exploratory look into current training activity, resource availability and utilization, and the perception of benefits realized from current training activity. Findings from this phase will be reported here under corresponding headings, i.e., The Extent and Nature of Training Activity, Resource Availability and Utilization, and Perception of Benefits.

From the exploration phase we derived the substance with which to judge the current state of needs resolution and to build a training infrastructure. Components of the second activity are those reported in Chapters IV and V.

The Extent and Nature of Training Activity

An objective of this study was to review the extent and nature of training activity currently available to address the felt needs of administrators, instructors, and members of advisory boards of adult-literacy programs. The findings represented here were developed from a questionnaire sent to 67 district directors. In it they reviewed lists of 20 previously identified administrator-training needs and 9 previously identified instructor-training needs. These needs had been rated by field personnel as top-priority needs across the state.

Directors were asked to indicate the availability of programs[1]. In actuality, a reported program may reflect single or multiple activities that addressed each of the 20 administrator-training needs and each of the 9 instructor-training needs. Additionally, directors were asked to indicate whether an existing program was developed by the district or by an agent not formally associated with the district, such as a commercial vendor. Such programs are identified in this report as district-developed (D) or other-developed (O) programs. The results that follow represent the self-reported responses of directors who returned completed surveys from each of the five regions. A map of the regions is included here as a reference for understanding the geographic distribution of responses.

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[1] Program is used here to mean any configuration of activity directed at the amelioration of a felt need.

State Map of Educational Regions

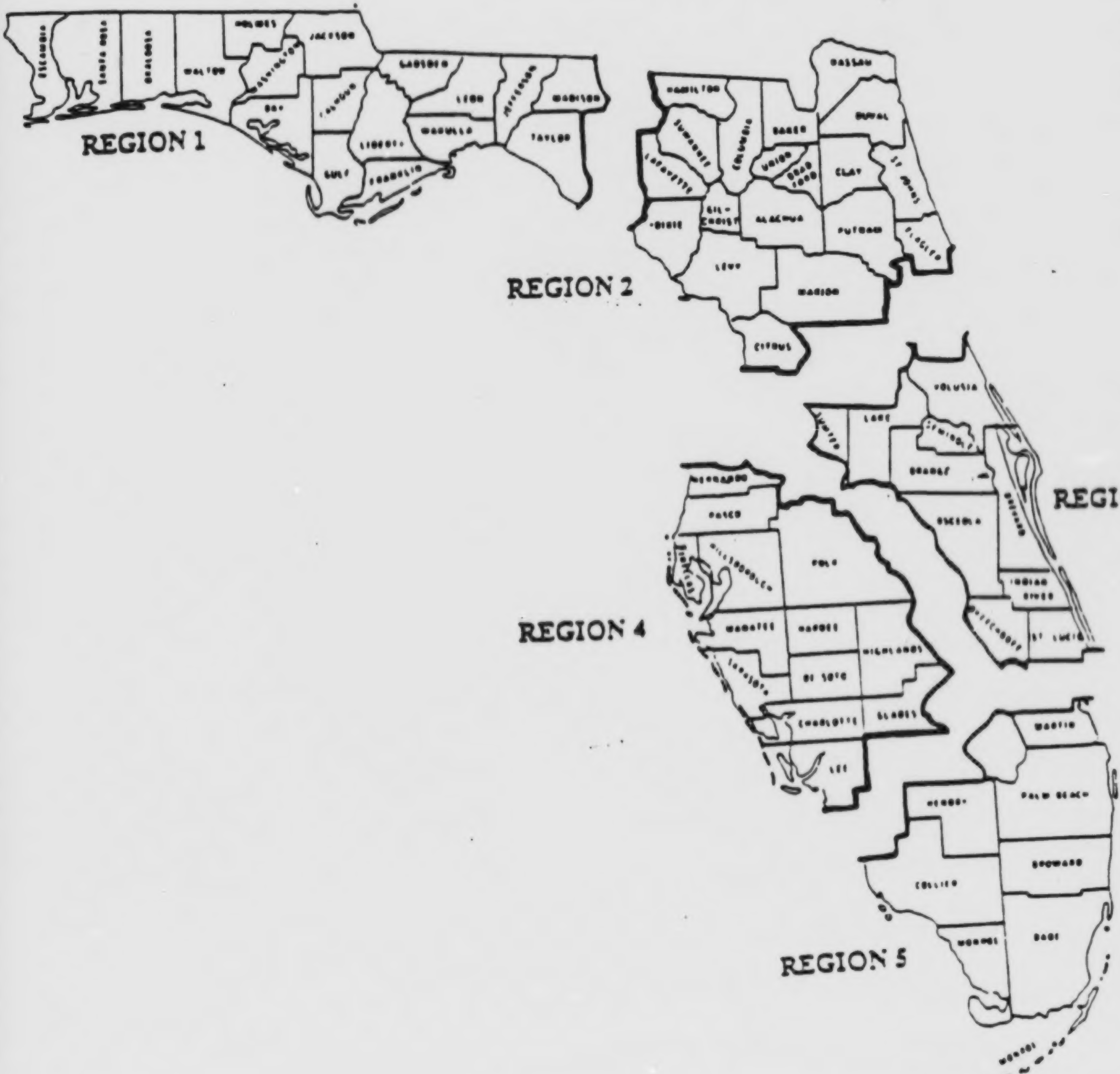
ESCAMBIA
SANTA ROSA
OKALOOSA
WALTON
HOLMES
WASHINGTON
JACKSON
BAY
CALHOUN
GADSDEN
LEON
JEFFERSON
MADISON
LIBERTY
WAKULLA
TAYLOR
GULF
FRANKLIN
REGION 1
NASSAU
HAMILTON
SUWANNEE
COLUMBIA
BAKER
DUVAL
UNION
BRADFORD
CLAY
ST JOHNS
LAFAYETTE
GIL-CHRIST
DIXIE
ALACHUA
PUTNAM
FLAGLER
LEVY
MARION
CITRUS
REGION 2
VOLUSIA
SUMTER
LAKE
SEMINOLE
ORANGE
OSCEOLA
BREVARD
INDIAN RIVER
OKEECHOBEE
ST LUCIE
REGION 3
HERNANDO
PASCO
PINELLAS
HILLSBOROUGH
POLK
MANATEE
HARDEE
HIGHLANDS
SARASOTA
DE SOTO
CHARLOTTE
GLADES
LEE
REGION 4
MARTIN
HENDRY
PALM BEACH
BROWARD
COLLIER
MONROE
DADE
MONROE
REGION 5

Figure 1. 27

Characteristics of the Sample

District directors of adult education were the population selected to receive the questionnaire (Appendix A). Utilizing purposeful sampling techniques, we were seeking information from district individuals with specific knowledge, responsibility, and oversight for literacy education programs. Sampling data on the survey of administrators and instructors is shown in Table 1 below.

Table 1
Sampling Data on the Survey of Administrators and Instructors

Region	Total Number of Districts	Number of Districts Responding	Percentage of Districts in Region Responding	Percentage of Total Returns
1	18	15	83%	30%
2	19	11	58%	22%
3	10	10	100%	20%
4	13	10	77%	20%
5	7	4	57%	8%
Total	67	50		100%
Percent	100%	75%		

The districts responding represent 75% of the 67 districts statewide. The high return rate for this mail-out questionnaire indicates general representation of district directors in Florida's LEAs.

The highest percentage of returns from a region came from Region 3, with all 10 districts responding. The next highest numbers, in descending order came from Regions 1, 4, 2, and 5. Four of the seven districts responded in Region 5 (a 57% return rate). Since Region 5 contains few districts as compared with the other regions, the percentage of total returns from Region 5 (8%) is comparatively small. It is significant to note, however, that the districts responding in Region 5 reflect a geographic spread and population density that yields a sizeable number of people served.

For an advisory-council sampling, district directors were asked to submit the names of adult-literacy advisory councils and contact persons for these boards. The names of 73 councils were submitted by district directors; 29 were surveyed. The selection of the survey sample is criterion-based. The names many of the councils submitted indicated that their primary responsibility was not to advise literacy activity. To ensure that the councils selected to receive the questionnaire were, in fact, literacy advisory councils, the following selection criteria were employed:

1. Those councils that included the term "Project PLUS-Florida Task Force" were chosen.
2. Those council names that included the term "literacy," such as Columbia Literacy Council, were chosen.
3. Those councils that referenced literacy centers, such as Adult Literacy Center Advisory Board, were chosen.
4. Those district councils that included the term "ABE," such as Dade County Adult Basic Education Advisory Council, were also chosen.

Councils were eliminated if they were duplicates of councils already named within the region, or if they were clearly not associated with literacy, such as the Women's American Organization of Retired Teachers. Councils which were primarily associated with non-DOE agencies were also eliminated. The sampling data on the survey of literacy advisory councils is represented in Table 2 which follows.

Of the 29 councils identified, 18 returned completed surveys, for a response rate of 62%. Although councils were identified by districts, there appears to be no clear relationship between the number of advisory councils reported within the regions and the number of districts responding from each region.

Table 2
Sampling Data on Survey of Adult Literacy Advisory Councils

Region	Number of Councils Surveyed	Number of Councils Responding	Percentage of Councils in Region Responding	Percentage of Total Returns
1	7	5	71%	28%
2	3	2	67%	11%
3	7	4	57%	22%
4	6	4	67%	22%
5	6	3	50%	17%
Total	29	18		100%
Percent	100%	62%		

From the responses of district directors and advisory-council chairpersons, the number and type of administrator, instructor, and advisory-council training programs were identified. Tables 3 through 8 reflect these findings.

It must be noted that all numbers and percentages are derivative of district self-reporting. Accordingly, a region having a high district response rate may show higher numbers and greater percentages than one having a low district response rate.

Statewide Administrator-Training Needs

A total of 477 programs that address high-priority administrator training needs was reported statewide. Region 3 reported the largest number of programs-120, or 25% of all programs reported.

In most instances, regions reported having one or more programs that targeted a state-wide high-priority need identified in the 1990 study. Within these regions, many of the districts reported having both district-developed and other-developed training programs intended to meet administrator-training needs. It should be noted that the number of programs reported in Table 3 represents the minimum number of programs available by district and region. Many of the other-developed programs are provided to districts by

Table 3

Number and Type of Administrator Training Programs by Region

Regions		1		2		3		4		5		Statewide		
Administrator Training Needs		D †	O ◆	D	O	D	O	D	O	D	O	D	O	Tot
a.	Acquiring funds	1	3	2	0	5	0	1	0	3	2	12	5	17
b.	Building community support	4	3	4	1	6	0	6	0	3	1	23	5	28
c.	Using computers & technology	5	2	3	1	6	2	4	0	4	1	22	6	28
d.	Promoting/Marketing literacy programs	1	5	2	2	4	3	3	2	1	2	11	14	25
e.	Finding appropriate instructional software	2	1	1	1	6	0	3	0	3	0	15	2	17
f.	Screening clientele learning needs	2	4	2	1	5	3	4	2	3	2	16	12	28
g.	Managing program & course implementation	4	2	4	2	4	1	4	1	4	1	20	7	27
h.	Finding Appropriate instructional materials	3	3	2	2	3	2	5	0	4	0	17	7	24
i.	Facilitating interagency collaboration	2	4	5	0	4	1	6	0	4	0	21	5	26
j.	Meeting ESOL needs	1	3	3	0	5	3	5	0	4	1	18	7	25
k.	Engaging and managing volunteers	3	6	4	3	6	2	8	2	4	2	25	15	40
l.	Understanding cultural diversity	0	1	1	0	5	1	2	1	3	1	11	4	15
m.	Developing program offerings/operations	2	2	4	1	4	1	4	0	4	1	18	5	23
n.	Evaluating programs	4	2	4	0	4	1	4	1	2	3	18	7	25
o.	Promoting staff efficiency/productivity	2	2	2	0	3	2	4	1	4	0	15	5	20
p.	Creating adult learning environments	2	4	2	0	5	1	6	0	3	0	18	5	23
q.	Reviewing current adult learning theory	0	2	0	1	3	1	2	0	2	1	7	5	12
r.	Understanding testing or screening results	3	4	3	3	4	2	5	1	2	1	17	11	28
s.	Record keeping	1	4	4	1	5	0	5	0	3	1	18	6	24
t.	Managing grants	2	3	3	0	6	1	2	0	4	1	17	5	22
Sub-totals		44	60	55	19	93	27	83	11	64	21	339	138	477
Totals		104		74		120		94		85		477		

† District Developed ◆ Other Developed

volunteer organizations and commercial vendors.

The highest number of training programs are aimed at meeting the following needs:

- (k) Engaging and managing volunteers [40]
- (f) Screening clientele learning needs [29]
- (b) Building community support for adult-literacy activity [28]
- (c) Using computers and technology [28]
- (r) Understanding screening or testing results [27]
- (g) Managing programs and course implementation

The lowest number of administrator-training programs targeted the following needs:

- (q) Reviewing current adult-literacy-education theory [12]
- (l) Understanding cultural diversity and its educational implications [15]
- (e) Finding appropriate instructional software [17]
- (f) Acquiring funds [17]

Table 4

Summary of Administrator Training Programs

Region	District Developed (D)		Other Developed (O)		Total D/O	
1	44		60		104	22%
2	55		19		74	16%
3	93		27		120	25%
4	83		11		94	20%
5	64		21		85	18%
Statewide	339	(71%)	138	(29%)	477	100%

In Table 4, the number of programs identified in each region (based on returns received) indicates that the majority (71%) of programs are developed within the district in direct response to site-specific need. The summary information reported in Table 4 does not describe or reflect program quality.

Statewide Instructor-Training Needs

A total of 189 training programs was reported statewide. Region 3 reported the largest number of programs-52, followed by Region 1 and 4 with 42 programs and 41 programs, respectively (27% and 21%, respectively, of all programs reported).

It should be noted that the number of programs reported in Table 5 below represents the minimum number of programs available by district and region. As was the case for administrator-training programs, many of the responding districts have both district-developed and other-developed training programs to address the high-priority needs identified in the 1990 study. Only one region reported having no training programs to assist instructors in meeting one of the identified needs-- *understanding the student's social contexts.*

The largest number of training programs was reported in the following needs areas:

(g) Teaching the English Speaker of Other Language (ESOL) student [31]

(c) Computer and technology use [28]

Table 5

Number and Type of Instructor Training Programs by Region

Regions	1		2		3		4		5		Statewide		
Instructor Training Needs	D †	O ◆	D	O	D	O	D	O	D	O	D	O	Tot
a. Identification of adult student learning problems	3	1	1	-	5	1	2	1	4	2	15	5	20
b. Drop-out prevention strategies	6	1	3	-	8	-	4	-	3	-	24	1	25
c. Computer and technology use	6	3	2	1	6	2	4	-	3	1	21	7	28
d. Analysis of workplace literacy needs	1	1		-	2	-	2	-	2	-	9	1	10
e. Instructional methods development	3	3	1	1	3	2	5	1	3	1	15	8	23
f. Evaluation techniques other than standardized tests	1	2	2	-	3	1	5	-	2	-	13	3	16
g. Teaching the English Speaker of Other Language (ESOL) student	1	3	4	-	7	3	7	1	3	2	22	9	31
h. Instructional materials development	2	1	4	1	3	1	4	1	2	-	15	4	19
i. Understanding student's social contexts (*i.e.*, family, community, workplace)	3	1	-	-	5	-	4	-	3	1	15	2	17
Sub-totals	26	16	19	3	42	10	37	4	25	7	149	40	189
Totals	42		22		52		41		32		189		

† District Developed ◆ Other Developed

(b) Dropout-prevention strategies [25]

Fewest programs were reported for instructors in the following areas:

(d) Analysis of workplace literacy needs [10]

(f) Evaluation techniques other than standardized tests [16]

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(l) Understanding students' social context [17]

Table 6

Summary of Administrator Training Programs

Region	District Developed (D)		Other Developed (O)		Total D/O	
1	26		16		42	22%
2	19		3		22	12%
3	42		10		52	28%
4	37		4		41	22%
5	25		7		32	17%
Statewide	149	(79%)	40	(21%)	189	100%

In Table 6 above, the number of programs in each region (based on returns received) indicates a rather even representation of instructor-training programs among Regions 1, 4, and 3 (22% and 28% of total programs, respectively). The majority of all programs reported are being developed within the districts themselves (79% of all programs).

Summary information in Table 6 does not describe or reflect the quality of the programs. As has been indicated elsewhere, the number and types of training programs identified regionally are based on returns received and represent the minimum number of programs of this nature in any region.

Advisory-Council Training Needs

The survey sent to advisory-council chairpersons asked them to indicate the availability or lack thereof of training programs that address the top five needs identified in the 1990 study. Tables 7 and 8, which follow, reflect the advisory-council responses, by region, to the survey.

Unlike the locus of training programs developed for administrators and instructors, the majority of advisory-council training programs statewide are not being developed by the districts themselves. Districts within all regions, except Region 3, reported that a

Table 7

Number and Type of Advisory Council Training Programs by Region

Regions	1		2		3		4		5		Statewide		
Advisory Council Training Needs	D †	O ◆	D	O	D	O	D	O	D	O	D	O	Tot
a. Program management and evaluation		3		1	1				1	1	2	5	7
b. Program design and development		3		1	1				1	1	2	5	7
c. Finance		4		1	1						1	5	6
d. Legislative/government relations		4		1	1				1	1	2	6	8
e. Communications	1	3		1	2	1	1		1	1	5	6	11
Sub-totals	1	17	0	5	6	1	1	0	4	4	12	27	39
Totals	18		5		7		1		8		39		

† District Developed ◆ Other Developed

majority of the advisory-council training programs in use had been developed by individuals, groups, or agencies other than the school district.

Based on returns received, there are few available programs that address the top ranking needs in the 1990 study. All regions have at least one program to meet most needs. A notable exception is in Region 4, in which only one needs category, *communication*, was being addressed. For other regions, this category is the one for which most programs are being utilized.

A total of 39 advisory-council training programs was reported statewide. The largest number of available programs for all needs categories, 18, was shown for Region 1. The survey of advisory-council chairpersons was constrained by the extent of district responses, i.e., district directors who responded to our survey named the advisory councils that became the pool of councils surveyed. The results of the response by council chairpersons should be interpreted with this constraint in mind.

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Table 8

Summary of Advisory Council Training Programs

Region	District Developed (D)	Other Developed (O)	Total D/O	
1	1	17	18	46%
2	-	5	5	13%
3	6	1	7	18%
4	1	-	1	3%
5	4	4	8	21%
Statewide	12 (31%)	27 (69%)	39	100%

Of the 29 councils surveyed, 18 (62%) responded. An examination of these data shows that the only need for which programs are offered in all regions is *communication skills.* Regions 1, 2, 3, and 5 offer advisory-council training that addresses *program management and evaluation, program design and development,* and *legislative/governmental relations.* Regions 1, 2, 3, and 5 also offer training programs in *finance development.* The numbers and types of programs represent those reported, not necessarily the universe of advisory programs.

Region-Specific Response to High-Priority Need

In the 1990 study that identified training needs statewide, we discovered several regional variations in the ratings of administrator and instructor needs. For example, the *identification of learning disabilities* was identified as a first-priority instructional need in three of the five regions, while *evaluation techniques other than testing* was rated as a first-priority instructional need in only one region, though both of these needs were priority needs statewide. To better understand these variations, the researchers divided the needs (based on their ratings) into levels of first, second, and third priority within each region.

In this study, regional response was explored to determine the extent to which regions were attempting to meet statewide priority needs and the extent to which each region was providing training to meet priority needs that it identified as specific to itself.

Regional Administrator-Training Needs. Figure 2 displays dual dimensions of regional programmatic responses to administrator training needs. Concurrently, it shows regional response to priority needs statewide and district responses to region-specific needs.

On the first dimension, *regional response to priority needs statewide*, 95% of all high-priority needs statewide (19 of 20) are receiving some degree of attention by all regions. Eighty percent of the regions (4 of 5) are providing some degree of programmatic responses to all high-priority needs statewide.

In the 1990 study, Regions 3 and 5 indicated that none of the needs that were rated high priority statewide were first priority (A) needs in their regions. This study revealed that both regions are currently offering the greater number of training activities for all areas of administrative need. This may partially explain why these needs were not considered critical training deficits in Regions 3 and 5.

Legend for Figures 2. and 4.

On the following pages are Figures 2. and 4. The capital letters A, B, and C indicate First, Second, and Third priority training needs as identified by the 1990 study.

In the proportional representations, the numerator indicates the number of districts within each region that reported having programs that met the high-priority training needs. The denominator indicates the number of districts within each region that responded to our survey of training needs.

Region 4 reported that 50% or more of their districts were addressing 13 of the 20 high-priority administrator needs. Region 2, however, reported in most instances that fewer than half of its districts were meeting any one of the high-priority needs statewide. Eight of the 15 districts responding in Region 1 reported having programs for addressing the need to *engage and manage volunteers*. With that exception, less than 50% of the responding districts in Region 1 reported programs to address any of the other priority needs.

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Programmatic Responses to Statewide Administrator Priority Needs by District and Region

		Regional Responses									
	Needs Statement	**1**		**2**		**3**		**4**		**5**	
a.	Acquiring funds	A	4/15	A	2/11	B	6/10	A	0/10	B	3/4
b.	Building community support	A	5/15	B	5/11		7/10	B	6/10	B	3/4
c.	Using computers & technology	A	7/15	B	4/11		8/10		4/10	B	4/4
d.	Promoting/marketing literacy programs	A	5/15	B	4/11		7/10	C	5/10	B	3/5
e.	Finding appropriate instructional software	A	4/15	B	2/11		7/10		3/10	B	3/4
f.	Screening client learning needs	A	6/15	A	3/11		6/10	B	6/10	C	3/4
g.	Managing program & course implementation	A	6/15	A	5/11	B	5/10	B	5/10		4/4
h.	Finding appropriate instructional materials	A	6/15	C	4/11		5/10	A	5/10	B	4/4
i.	Facilitating interagency collaboration	A	5/15	A	5/11		5/10		6/10	B	4/4
j.	Meeting ESOL needs	A	4/15	C	3/11		7/10	B	5/10	C	4/4
k.	Engaging/managing volunteers	A	8/15		5/11		7/10		9/10		4/4
l.	Understanding cultural diversity	A	1/15		1/11		6/10	B	3/10	C	3/4
m.	Developing program offerings/operations	B	4/15		5/11		5/10	C	4/10		4/4
n.	Evaluating programs	A	6/15		4/11	C	6/10		5/10	B	3/4
o.	Promoting staff efficiency/productivity	A	4/15		2/11	C	7/10		5/10	B	4/4
p.	Creating adult learning environments	A	5/15		2/11		5/10		6/10	C	3/4
q.	Reviewing current adult learning theory	C	2/15		1/11	B	4/10		2/10	B	3/4
r.	Understanding testing or screening results	B	6/15		5/11	C	6/10		6/10		3/4
s.	Record keeping	A	5/15		4/11	C	6/10		5/10		3/4
t.	Managing grants	A	4/15		3/11		7/10		2/10		4/4

Figure 2.

Figure 3 shows that the majority of districts reporting programs that address priority needs statewide are located in Regions 3, 4, and 5. These regions are largely urban, densely populated regions of central and south Florida. Regions 1 and 2, located in

Extent of District Programmatic Responses to Regional High-Priority Administrator-Training Needs

	Regional Responses of 50% or more Districts Reporting Need Met				
Needs Statement	**1**	**2**	**3**	**4**	**5**
a. Acquiring funds			60%		75%
b. Building community support			70%	60%	75%
c. Using computers & technology			80%		100%
d. Promoting/marketing literacy programs			70%	50%	
e. Finding appropriate instructional software			70%		75%
f. Screening client learning needs			60%	60%	75%
g. Managing program & course implementation			50%	50%	100%
h. Finding appropriate instructional materials			50%	50%	100%
i. Facilitating interagency collaboration			50%	60%	100%
j. Meeting ESOL needs			70%	50%	100%
k. Engaging/managing volunteers	53%		70%	90%	100%
l. Understanding cultural diversity			60%		75%
m. Developing program offerings/operations			50%		100%
n. Evaluating programs			60%	50%	75%
o. Promoting staff efficiency/productivity			70%	50%	75%
p. Creating adult learning environments			50%	60%	75%
q. Reviewing current adult learning theory					75%
r. Understanding testing or screening results			60%	60%	75%
s. Record keeping			60%	50%	75%
t. Managing grants			70%		100%

Figure 3.

the northern part of the state, tend to be rural and less densely populated.

Disparities of similar magnitude occur in related aspects of training in varying degrees throughout the state. Their prevalence requires the initiation of more systematic, comprehensive approaches to ensuring that literacy leaders in all parts of the state, regardless of geographical location or demographic profile, have accessible training opportunities.

On the second dimension (see Figure 2), district response to high-priority regional needs, several informative findings are noted:

Region 1 had the largest number of high priority needs reported in the 1990 study. Of the 20 high priority needs, 17 were considered critical or first-priority (A) training needs. It appears that Region 1 is attempting to meet all of its high-priority needs. Its most significant effort is going toward training in *engaging and managing volunteers* which was rated a critical need in the previous study. Fifty-four percent of the districts (8 of 14) reported having programs aimed at meeting this critical need. On the remaining regional priorities, all responding districts reported less than 50% of their programs were intended to address high priority needs.

Region 2 named 10 of the 20 high-priority needs statewide as either first (A), second (B), or third (C) priority needs for its region. On any one need, fewer than half of the districts reported programs to meet the need. Effectively, this places Region 2 in the tenuous position of having training needs of considerable priority without existing programmatic responses to meet these needs.

Region 3 reported having 7 high-priority needs, and none of these were rated as first-priority (A) needs. For all but one of these high-priority needs identified, training programs were available in over 50% of the districts reporting.

Region 4 identified two of the needs rated as critical (A). For one of these, *acquiring funds*, no training programs were available; for the other *instructional materials*, five of the ten districts reported having programs. For other priority (B and C) needs, a substantial number of districts reported having training programs.

Region 5 identified no critical priority (A) administrator training needs in the 1990 study. For needs of lesser priority (B and C), at least 75% of the responding districts in the region were utilizing training programs to meet these needs.

Regional Instructor-Training Needs. Similar data were tabulated for the 9 instructor-training needs that were rated high-priority statewide. The same dimensions were examined for these data as for survey data collected on administrators. Figures 4 and 5 display our findings.

On the first dimension, *regional response to priority needs statewide*, all regions identified first priority (A) needs among the top-priority needs statewide. Region 1

Programmatic Responses to Statewide Instructor Priority Needs by District and Region

	Regional Responses									
Needs Statement	**1**		**2**		**3**		**4**		**5**	
a. Identification of adult learning problems	A	4/15	B	1/11		6/10	A	3/10	A	4/4
b. Drop-out prevention strategies	B	7/15		9/10	A	9/10	B	5/10	A	3/4
c. Computer & technology use	B	8/15	B	3/11		8/10	A	3/10	A	4/4
d. Analysis of workplace literacy needs	A	2/15		2/11	A	3/10		2/10	B	2/4
e. Instructional materials development	A	3/15		4/11		4/10	A	4/10	C	2/4
f. Evaluation techniques other than standardized tests	C	3/15		1/11		4/10	A	5/10		2/4
g. Teaching ESOL	A	4/15		4/11	A	8/10		7/10		4/4
h. Identification of instructional materials	B	3/15		4/11	A	4/10		4/10		2/4
i. Understanding student's social contexts	B	3/15		0/11		6/10		4/10	B	3/4

Figure 4.

identified all of the statewide priority needs as high-priority needs of its own. Other regions identified six or fewer of the statewide needs as their own most crucial needs. However, all regions except one reported having some programs to meet each of the statewide priority needs. The exception was Region 2, from which none of the responding districts reported having a program to meet the instructor's need to *understand the student's social context*, an aspect of student diversity.

Figure 4 corroborates the finding from administrator data that, of districts responding to the 1991 survey, the regions of central and southern Florida far exceed the northern regions in the extent of programmatic response to statewide priority needs.

On the second dimension, *district response to high-priority regional needs*, several equally informative findings are noted:

In Region 1, most of the programs were aimed at student retention and computer and technology use. These needs, however, had not been previously identified by Region 1 as first priority (A) needs. Of the needs that were considered critical (A) in the 1990

Extent of District Programmatic Responses to Regional High-Priority Instructor-Training Needs

	Regional Responses of 50% or more Districts Reporting Need Met				
Needs Statement	**1**	**2**	**3**	**4**	**5**
a. Identification of adult learning problems			60%		100%
b. Dropout prevention strategies			90%	50%	75%
c. Computer and technology use	53%		80%		100%
d. Analysis of workplace literacy needs					50%
e. Instructional materials development					50%
f. Evaluation techniques other than standardized tests				50%	50%
g. Teaching ESOL			80%	70%	100%
h. Identification of instructional materials					50%
i. Understanding student's social contexts			60%		75%

Figure 5.

study, roughly a quarter or fewer of the responding districts were utilizing training programs to meet them.

In Region 2, only two of the needs identified as having high priority statewide were considered to have any regional priority. These were *identification of learning disabilities*, and *computer and technology use*, and they were considered to have only second priority (B). Among other needs having high priority statewide, *dropout-prevention* training programs were occurring in 9 of the 10 districts responding; the highest response rate noted for any need. On average, few of the districts have developed programs for any needs having statewide priority. Likewise, they report having only token programmatic response to the needs to which they attach some degree of priority.

Region 3 identified four of the top needs statewide as first- priority (A) needs of their own. For two of these needs, *dropout prevention* and *teaching ESOL students*, as many as 80% (8 of 10) of the districts responding have training programs to meet these needs. For the *analysis of workplace literacy* and the *identification of instructional* *materials* the extent of programmatic response dropped considerably. Region 3 is second only to Region 5 in its effort to provide cultural diversity training.

Region 4 stands out in labeling *evaluation techniques other than standardized tests* as a first-priority (A) need. Fifty percent of the responding districts reported having programs to meet this need. Like the other reporting regions, a significant number of districts in Region 4 have programs to address *dropout prevention*. In other areas of regional high-priority, Region 4 shows consistent effort. As in Regions 1, 2, and 3, only a few districts report any emphasis on *workplace literacy* provider training. Region 5 appears to be vigorously confronting critical (A) instructional training needs. For these needs, 75% to 100% of the districts responding have programs targeted to meet them. For all needs identified as high-priority needs statewide, at least 50% of the responding districts have training programs.

Figure 5, on the previous page, shows that the majority of districts reporting programs that address priority needs statewide are located in Regions 3 and 5. Region 4 is represented to a lesser degree. Region 1 is cited only once.

Supplementary Finding

During the course of this study, we conducted a limited exploration into the staff-training programs available through county libraries who access DOE-grant funds or who are otherwise funded to conduct adult-literacy programs. Although county libraries were not included in the 1990 study, we hypothesized that those libraries having adult-literacy programs may also be addressing staff-training needs similar to those identified in our previous assessment of LEAs. We reasoned that it would be informative to know about such training programs, from the standpoint of type and extent of training, and for their potential to assist LEAs in meeting staff-training needs.

Twenty-eight libraries were identified in the State Library Directory as having adult-literacy programs. These libraries were surveyed using the questionnaire developed for LEA adult literacy personnel. Eleven libraries responded for a modest representation of 38% of libraries identified. They were Leon, Wakulla, and Calhoun county libraries in Region 1; Duval and Suwannee county libraries in Region 2; Indian River county library in Region 3; Hillsborough, Lee, and Pinellas county libraries in Region 4; and, Dade and Martin county libraries in Region 5.

While we do not wish to represent these data as major findings, we believe their inclusion in this report is warranted. Interagency cooperation is a key to the reduction of illiteracy as well as to the preparation of those who lead the effort. We report these as supplementary findings, if for no other reason than to identify these training programs as potential resources for LEAs and the means for cooperative training efforts.

From those libraries responding to our survey, we found a majority of administrator training programs addressing the following needs:

(1) ESOL

(2) Facilitating interagency cooperation

(3) Acquiring funds

(4) Building community support for adult literacy activity

(5) Promoting and marketing literacy programs

(6) Engaging and managing volunteers

(7) Understanding cultural diversity and its educational implications

A smaller number of programs were devoted to *computer and technology needs*, *understanding screening or testing results*, *record keeping*, and *grants management*.

On the other hand, the training programs for instructors centered around *teaching English Speakers of Other Languages*. One program targeted *analysis of workplace literacy needs* as a major area of training. In all cases, the locus for training-program development was outside the agency. By a three-to-one ratio, administrator-training programs were developed by other than library personnel. A smaller ratio holds true for instructor-training programs. It appears that libraries consistently utilize training programs developed by both LVA and Laubach Literacy Action.

Extent and Nature of Programmatic Response as Indicated by Qualitative Data

The survey of districts was a major means of securing data on the extent and nature of training available. Though not as extensive as the survey method, interviews, respondent and reviewer comments, informal conversations at conferences and meetings, as well as document reviews were valuable means of understanding the extent and nature of training activity across the state. Likewise, review of the literature helped us to place Florida-specific findings in a larger context. These data are summarized here.

Training for Part-time Literacy Personnel

In both the 1990 study and in this one, our examination of need and the responses to it focused on a global view of training need and response. We looked at district, regional, and state levels of involvement and a cross-section of instructors, administrators, and adult-literacy advisory councils. We and our sponsors believed a comprehensive approach was an appropriate beginning process. However, an observer of literacy education in the school districts of Florida very quickly sees certain crucial distinctions in the comprehensive picture.

One of these, cited in the 1990 study, was the preponderance of part-time instructional staff. Seventy-five percent of the instructional staff were less than full-time. Sixty percent of the part-time group spent less than half of their instructional time with adult basic education students.

This distinction was somewhat blurred for administrators. Full-time administrators who direct a variety of community education and vocational education programs, but who also direct adult education programs, reported themselves as "full-time" adult-literacy administrators. Even so, 55% of them reported spending less than 100% of their time directly on adult education.

Equally revealing were the comments and observations of persons we interviewed for this study. They generated several issues critical to the development of an adult literacy education training infrastructure. There are summarized here as follows:

- The actual numbers of part-time personnel is proportionately very high. One district reported over 400 part-time adult education instructors, and 7 full-time instructors.
- A major barrier to training part-time persons is coordinating instructor availability with the availability of program offerings. This is a scheduling problem of considerable dimension.
- There is no consistency among districts regarding the requirements of training for part-time personnel.
- In the absence of requirements, incentives are crucial to the willingness of part-time staff to participate in training activity.

Our findings from literature and document reviews suggest that the preparation of part-time instructors is not an isolated concern, and that it is an issue of some complexity. Throughout the nation, observers of the dynamics surrounding literacy education note the following:

- Generally, part-time staff invest their energies in preparing for the subject matter areas that comprise their primary employment.
- The absence of suitable and available training for part-time personnel and the lack of requirements to mandate participation even when such training is available further add to the complexity of problems surrounding adult literacy development.
- For many reasons, part-time personnel are a fixture in the literacy personnel landscape. They bring important subject matter expertise to adult basic education, but they do not always bring educational techniques suitable for adult populations.
- In the conceptualization of a training infrastructure for adult literacy educators, training for part-time personnel must be differentiated because of the different roles each plays in the education process.

Although for this phase of the project, the specific training of part time personnel was not an expressed area of study, we were observant about distinctions in types of training. We found no differentiation in program types. Part-time literacy educators do not appear to have training designed for their unique needs. Moreover, full-time educators appear to have greater access to training than do part-time educators.

Other Variables Affecting Training

Despite the complexity of training issues, regions throughout the state are seriously grappling with the challenge of maintaining competent and informed literacy educators. The capacity of districts to meet their high-priority needs varies considerably. Variations occur in the regions' capability to afford professional trainers, their geographic proximity to available training sources, their potential for accessing cost-free training, the composition of their literacy education staff, staff availability to conduct training, and the ideology upon which adult education practice in the district is built.

Some districts report that a major portion of the training provided to their literacy personnel is that which is provided for kindergarten through 12th grade (K-12) instructors. One respondent told us that "Inservice training activities are offered to our teachers and administrators as a part of the regular school program." Others indicated that the district

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had no special in-service requirements for adult basic education (ABE) because instructors are certified teachers in either K-12, specific learning disabilities or both. Still others indicated that instructors who work at reading levels 1-3 are directed to a volunteer group, since school-district training is provided primarily for general staff needs. This suggests that the training offered to adult basic educators is not differentiated from that provided for youth educators, who may or may not have literacy problems. It also ties literacy education training to K-12 teacher certification. To the extent that the training is applicable to adult literacy education, literacy educators benefit.

In contrast, some districts have devised innovative and specific means to deal with literacy-education training (these include ABE instructors). They cite individualized preservice programs, formal staff training, specific countywide training for adult-education providers, and the availability of financial assistance to attend adult education and literacy-based conferences.

Many training offerings appear to be conditioned by urgency and crisis. Others are short-term. Training priorities are often determined by their potential to yield immediate benefits. State requirements that are transmitted to districts, and the availability of state money to meet the requirements also affect the existence of programs. These constraints help to explain the proliferation of programs in dropout prevention and ESOL in certain regions of the state.

Because the extent and nature of training is closely aligned to funding and other resource availability, as well as to the perception of benefits derived from training, a discussion of these follows.

Resource Availability and Utilization

A review of resource availability and utilization produced findings that clarify the training picture statewide. This section presents the major findings of that review. The subsections that follow contain an account of the personnel and fiscal resources available for staff training throughout the state. The separation of resources into personnel and fiscal categories is purely for discussion and analytical purposes. In practice, they are interwoven, each affecting the availability and utilization of the other.

Personnel Resources

The Teacher Education Center (TEC). Each of the 67 districts has a teacher education center (TEC) that coordinates training for that district. TEC directors, along with their councils, develop training agendas, locate trainers, and schedule training activity according to the needs and training priorities of their own district.

Major sources of trainers for the district TEC are university professors and district persons who, themselves, have special skills or training. In larger districts, staff development personnel conduct the training. In smaller counties, however, the directors themselves double as trainers. There appear to be few attempts at interdistrict coordination of trainers or training resources. Trainers outside the districts, such as private consultants, are sometimes employed. Their use, however, is generally cost-prohibitive.

Of the nine TEC directors interviewed for this study, all agreed that the centers were cost-efficient, highly productive means for keeping instructional staff up-to-date and aware of current instructional methods and research findings.

The provision of university professors at a noncompetitive fee through university TEC offices was generally seen as a critical resource for the districts. This resource is currently threatened by proposed cutbacks in university TEC offices. One director in a rural district expressed a different opinion about the potential loss of the university resource. She indicated that finding funds to pay for university travel had been difficult in the past; that cost coupled with the hourly rate charged by university consultants, had meant that using professors as a resource had not been cost-effective for her.

Although TEC is not an adult-education-specific training resource (centers provide training for K-12 personnel), adult-education directors are using center services in larger numbers each year. No one can predict the results of the university cutback on the availability of trainers for the districts. The funding mechanism that supports the TEC resources will be discussed in some detail in the section on fiscal resources.

Regional TEC Consortia. Three regional TEC consortia were identified through our key informants:

- The Southwest Teacher Center, which serves Charlotte, Glades, Hendry, Lee, and DeSoto counties
- The Northeast Consortium, which serves Baker, Bradford, Dixie, Flagler, Levy, Nassau, Putnam, Union, and Lafayette counties
- The Panhandle Area Education Cooperative (PAEC), which serves Franklin, Gulf, Holmes, Liberty, Washington, and Jackson counties

These consortia were formed to more efficiently utilize funding allocations to primarily rural districts, which, by themselves, would be less able to afford training activity. For each consortium, a central office is located in each one of the three towns: Fort Myers (SW), Palatka (NE), and Chipley (PAEC).

Of necessity some operational differences exist across the consortia; each, however, provides similar services. They purchase educational training personnel or programs and develop educational projects that meet mutual district needs. Each district conducts its own needs assessment and provides follow-up in-service education in response to specific district requests.

Consortia offer in-service educational programs for all district instructional personnel who reside in the counties and who serve in-state mandated instructional programs, such as the Beginning Teacher Training Program. They sometimes offer specific training at central locations for the convenience of several districts. For example, to satisfy adult-education needs, the Northwest Consortium arranged with a representative from business and industry to offer work-site training within their region.

Though the consortia are obliged to offer training for all district staff, they represent a viable potential vehicle for adult-education training and, specifically for literacy-educator training.

Laubach Literacy Action, Inc. and Literacy Volunteers of America, Inc. Primary sources of training for advisory councils are the volunteer literacy groups that have established training programs for advisory boards and councils. Participants named Laubach Literacy Action, Inc., and Literacy Volunteers of America, Inc. (LVA), as the two sources most frequently used. In most districts, the "other-developed" programs for advisors (referred to previously) are Laubach-and LVA-developed programs. A small number of district-developed programs are available for general orientation purposes and are used primarily with new advisory- council members.

The LVA/Laubach council training program is adult literacy specific and requires between eight and twelve facilitator-participant contact hours. It is appropriate for any adult literacy advisory board or council. It utilizes video taped and print materials, and does not require pretraining for immediate use. The self-contained modules are especially attractive to district advisory boards, as they do not require LVA or Laubach personnel to conduct the training.

Job Training and Placement Act (JTPA) Personnel. JTPA personnel are regularly used to train instructors and administrators in the use of computer-assisted instruction. Trainers utilize a program available through the Computer Curriculum Corporation, commonly referred to as the "CCC" program.

The Florida Literacy Coalition (FLC). The FLC is an extremely critical link in the chain of personnel resources available to districts for training in all aspects of literacy education. Its significance is most realized through the Florida Literacy Coalition Conference, held annually. Participants told us repeatedly that they rely on conferences and meetings for training not available in the district or region.

In the past few years, FLC has offered hundreds of training opportunities through workshops, lectures, plenary sessions, roundtables, forums, and seminars on various subjects. These training opportunities focus on information dissemination and training for literacy providers throughout the state and at all levels of job responsibility and personnel roles. The conference links private, public, volunteer, and nonprofit interests in a collaborative network not found through any other mechanism in the state.

In general, participants found the conference extremely useful. Its usefulness, however, is directly tied to the availability of funds for conference attendance. The lack of available funds, particularly in small rural counties, to sponsor conference participation was seen by respondents as a major prohibition to accessing appropriate literacy training.

Some participants added that they simply were not aware of the conference and its relevance, and they questioned the value of one-shot training opportunities that rely on traditional modes of instruction. The conference is, however, a key resource and one that is still under-utilized in its potential as a central training opportunity.

Commercial Vendors. Commercial vendors are frequently used when there is the potential for or actual use of their products. Typically vendors offer their services in promotion of a product or as part of the sales or rental agreement binding the agency to the use of their product. Computer-software and hardware companies, educational-materials developers, and publishing companies are the most readily available and frequently used among the commercial vendors.

Other Personnel Resources. Complementary to the primary resources named above, is a group of independent providers who are available to districts for specific kinds of training and in connection with specific topics, skills, or agendas.

Among them are the following:

- Department of Education (DOE) Personnel
  Included are departmental consultants and specialists. They can offer awareness training in policy implementation and exemplary practices.
- Public-service Personnel
  Included are agency personnel, e.g., county health officials and Department of Motor Vehicles personnel. They can offer awareness training in the use of agency resources and regulations.
- Community-resource Personnel
  Included are persons associated with libraries, churches, and community-based organizations or clubs. These individuals are used to inform adult-literacy administrators, instructors, and advisors of community initiatives and dynamics that affect adult students or that may be useful to literacy educators in curriculum development and planning.
- Colleagues in the region
  Included are instructors and administrators from other districts or within districts with special knowledge and/or skills to conduct special-topic training.
- Paid consultants
  They can offer training in specific areas of expertise, e.g., adult-learning disabilities, cultural diversity, and research findings.
- Adult educators
  Included are professional adult educators, university professors of adult education, or adult education association staff. They can offer training in adult-education theory and philosophy, methods and techniques.

Fiscal Resources for Staff Development

Although a detailed study of the DOE funding structure was not the object of this study, we sought to understand the basic funding structure and its effect upon access to and utilization of fiscal resources for literacy-leadership training. What follows is a summary of our findings[2].

The fiscal support for staff development or, as it is more commonly called, "in-service education" in Florida school districts is contained in a funding centerpiece comprising four basic components: (1) the Florida Education Finance Program (FEFP); (2) the Community College Program Fund (CCPF), both of which are generated within the state; (3) the state-administered Adult Basic Grant Programs, effected through the Federal *Adult Education Act*. (This component subsumes Adult Supplemental,Section 321, dollars and Teacher Training/Special Demonstration Projects, Section 353 dollars); and (4) available district funds.

State Funding

FEFP. The Florida Education Finance Program (FEFP) comprises all appropriations made by the Legislature for the support of public school programs. These funds are apportioned and distributed to school districts consistent with procedures established by law. Adult basic education (ABE) is supported from these funds. A portion of the ABE allocation is authorized for personnel training.

CCPF. The Community College Program Fund (CCPF) comprises all appropriations made by the legislature for the support of community college programs. These funds are apportioned and distributed to the community college districts on the basis of procedures established by law. Ten community colleges have been authorized by school districts to be their fiscal agent.

Included in the allocation of CCPF funds is an amount for use in ABE programs. A portion of the ABE monies are authorized for personnel training.

Federal Funding

The Federal *Adult Education Act* continues federal assistance for adult education through 1993. The primary effect of the *Act* is the continuance of the State-Administered Grant Programs.

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[2] For more extensive details, the reader is directed to bibliographic entries, Appendix D, in this study. Several documents named in Appendix D refer to programs and resources which are available from the Florida DOE/BACE.

Those eligible for funds authorized under the *Act* include LEAs, public or nonprofit agencies, and organizations or institutions that can make a substantial contribution to the attainment of the *Act*'s objectives. Recipients are selected on the basis of their ability to recruit and serve educationally disadvantaged adults and their past records in doing so. Funds are awarded on the basis of the applicants' ability to address prescribed selection criteria and to meet operational provisions prescribed in the *Act*.

Adult Basic Education Grant Programs. According to *Florida's Plan for Adult Education*, "The major component of the *Adult Education Program* is the delivery of service to adults who lack the level of literacy requisite to effective citizenship and productive employment" (p. 24). Funds for this purpose are allocated to LEAs, universities, public, community and private agencies, and individuals.

They are used in conjunction with allocations made under the provision of the *Florida Literacy Act*. To enable adults to develop basic literacy and language skills, and to become employable.

Programs for adults who are handicapped, institutionalized, or incarcerated are supported through the Adult Basic Grants Program. Likewise, minority adult, and at-risk youth programs are funded through the Grants programs as well. Activities are funded under the authority and provisions of 321 and section 326 of the *Act*.

353 Grants - Teacher Training and Special Demonstration Projects

Section 426.33. Code of Federal Regulations requires that state education agencies (SEAs) use not less than 10 percent of the grant award for the training of persons who are engaged in or are preparing to engage in the education of adults who are educationally disadvantaged.

Applications for these funds are reviewed and chosen on a competitive basis. In 1990-91, DOE awarded grants in the amount of $886,914 to 10 school districts, 4 community colleges, 2 universities and 4 community-based organizations or agencies. Some of these recipients received more than 1 grant.

Thirteen of the 24 grants awarded addressed staff development. An overview of the grants that were funded follows in Table 9.

Table 9

Overview of 353 Grant Training Projects

Region	LEA	Allocation
1	**Leon County School District** "Teaching Adults with Learning Disabilities"	$40,000
2	**Suwannee County School District** "Competency-Based Adult Education"	17,595
3	**Orange County School District** "Foundation Skills Based ABE Curriculum Project"	62,474
3	**Pasco County School District** "Probationers' Educational Growth II"	22,553
3	**Seminole Community College** "Project PASS: Personalized Academic Success Strategies"	48,000
4	**Pinellas County School Board** "REACH and TEACH: An Early Intervention Family Literacy Model for Agencies Serving 'At-Risk' Families"	40,000
4	**Polk County School District** "CBAE Capitalizing on Culture"	48,512
4	**Brevard Community College** "CABE High School Curriculum Revision Project, Part II"	15,000
5	**Broward County School District (2 Funded)** "Literacy Involves Family Teams-LIFT" "Project Teach"	 40,000 50,000
5	**Florida Atlantic University** "Workplace Literacy Training and Dissemination Project"	22,142
5	**Miami-Dade Community College** "Training for Volunteers for Adult Literacy Programs in Dade County"	43,900
5	**Palm Beach County School District** "Competency-Based ABE/ESOL Curriculum Development"	30,000

321 Grants - Adult Supplemental Funding

Section 426.40. Code of Federal Regulations stipulates that not more than 5% of a district's allocation may be used for reasonable administrative costs to include personnel development. The regulation also provides for local grant recipients to further negotiate with the state education agency for an acceptable level of funding, should administrative costs exceed standard cost limits.

During the past fiscal year, DOE provided $6.4 millions in supplemental funds to 57 school districts, 11 community colleges, 2 Indian tribes, and 4 community-based organizations.

New Federally Funded/State-Administered Categorical Programs

The *Act* authorizes a state-administered workplace-literacy program and a state-administered English-literacy program. These programs are intended to improve the literacy skills of adult workers and of individuals with limited English proficiency. Other similar programs funded at the national level include those programs serving the homeless and immigrant farm workers. Literacy volunteer groups are also eligible for similar funding. DOE recommends that recipients of these funds utilize a reasonable portion of them for training in instructional methods and materials.

We found LEAs across the state accessing these funding sources and utilizing varying amounts for staff training. However, a tremendous amount of variation exists among the regions in their capacity to access some of these sources and in the degree of importance they attach to utilizing funds for training.

Other Access and Utilization Concerns

A continuing concern about the utilization of 353 monies surfaced among interviewees in the districts, including those in higher education and the volunteer sector. Their concern stems from the difficulty they have in gaining access to the products of 353 grants for review or utilization in their own organizations. They see this difficulty in gaining access to the products as a self-defeating aspect of resource utilization. Some suggest that the absence of a vehicle for informing and sharing the results of 353 grant activity relieves grantees of accountability to the adult education community within the state. They think that accumulating such a body of knowledge would increase the cost-effectiveness of grant expenditures.

Some district directors believe that fiscal access would be enhanced by designating a category of funding specifically for staff development. While federally supplemented grants, such as 353 monies, are extremely critical, they are not easily accessed by some districts. To procure funding specifically designated for training, districts must conceptualize, write, and compete for allocations. This is a potentially arduous task for administrators in less well-endowed districts who must perform a multiplicity of roles on any given day. They find they have little time or resources to systematically develop adult-literacy training programs. The prospect of their doing so becomes even more distant in light of the fact that they have no particular mandate to do so.

Perception of Benefits

As with the exploration of funding sources, we sought also to determine what benefits literacy educators would identify from the current level and types of training activities. We also anticipated that the responses of participants would give some indication of the quality of training being provided, assuming that perceptions of benefit would reflect programmatic results that equipped literacy leaders to do their jobs better. We simply asked administrators, instructors, and advisors what they believed to be the major benefits of any training they had received. We found they believe benefits fall into three basic categories: (1) an increase in general awareness of developments that affect administration, instruction, and advisement; (2) a vehicle for maintaining certification; and (3) a means of ensuring personal and professional growth. A brief review of these categories, which follows, reveals what current training may be accomplishing most.

Awareness of Administrative and Instructional Developments

Participants felt that training helped them to be more aware of the following:

- Federal, state, and district requirements that regulate practice
- Impending legislation
- New materials, including instructional technology
- Instructional programs and techniques
- New or revised goals and objectives
- Knowledge of resources available for solving administrative and instructional problems at the local level.

Certification Maintenance

Participants reported the following additional benefits of training:

- Meeting in-service education requirements
- Satisfying criteria for long-term certification
- Administrative certification of adult education
- Meeting short-term (one-year) certification requirements[3]

Personal and Professional Growth

In the third category, the following benefits were mentioned:

- Becoming knowledgeable about methods and materials for working with adult students
- Improving educational practices based on new research
- Moving toward professionalization aimed at upward mobility
- Increasing opportunities to meet job requirements as those requirements become more complex
- Becoming technologically proficient
- Easing the transition from a previous field into adult education as a permanent profession
- Preparing for part-time responsibilities in adult education, e.g., a biology teacher who takes on new responsibilities as an ABE instructor
- Learning new classroom management techniques
- Meeting new people
- Moving toward a degree in higher education
- Learning stress-management techniques
- Satisfying personal curiosity

The range of responses reveals some overlap among the categories and is not differentiated across types of leadership, *i.e.*, instructors and administrators reap similar benefits.

This finding is consistent with the range of training needs expressed across the three leadership tiers in the 1990 study; instructors and administrators often expressed similar needs. One may conclude that the type of student with whom these leaders work strongly conditions their perceptions of needs and benefits with regard to training.

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[3] It should be noted that instructors are not required to be certified in adult education; rather, they are required to maintain certification in K-12. Administrators are required to have in-service training and certification in adult education.

The majority of perceived benefits were in the area of personal and professional growth. This finding gives credence to the conclusion, found frequently in the literature, that literacy educators want to become more proficient and professional, and that they view training as a primary means of gaining proficiency and professionalism. One may also conclude that the common criterion that determines whether training is beneficial is its effectiveness in helping literacy leaders perform their roles as educators of adults.

CHAPTER IV

SYNTHESIS AND CONCLUSIONS

Reflections on the Current Status of Needs Resolution

This study is set against the 1990 study, which identified the training needs of Florida's adult literacy leadership and in which it was found that administrators, instructors, and advisors felt that among them there were several unmet training needs. Many of these needs were determined by them to be of high priority, i.e., they fell into categories of first, second, or third priority as rated by literacy leaders statewide. It was on these needs that the current study focused. More specifically it was on programmatic responses to these needs that the current study focused, the overall aim being to examine the status of training from the perspective of programmatic attempts to address high priority training needs.

It was envisioned that an analysis and synthesis of findings would provide the basis for conclusions regarding the current training picture and projections of future training and its configuration. The synthesis and conclusions that follow reflect what we found and analyzed to be the extent and nature of training, the availability and utilization of resources and the perception of benefits.

Our conclusions are also shaped by what we did not find: a complete infrastructure, which is necessary to a deliberate, planned approach to literacy educator training. Our conclusions are as follows:

1. ***Although, extensive training occurs throughout the state, its potential for significantly effecting the resolution of high-priority needs is weakened by lack of focus and coordination at state and regional levels.***

   - It was not difficult to surmise that throughout the state there is considerable training activity related to the felt needs of providers. The reported numbers and percentages suggest this conclusion, despite our conjecture that "a program to meet the need" may indeed not mean "one need, one program." Rather, we hypothesize that districts are addressing many of the needs within larger training contexts and in combination with other needs. Nevertheless, the fact that regions are attempting to address the felt needs of providers is encouraging.
   - We can infer from the concentration of programs in certain needs areas, (e.g., *dropout prevention*, which was high across all regions) that training offerings

are heavily influenced by realities outside the region. In the instance of *dropout prevention*, the reality is a funding policy that ties dollars to FTE. While such influences are a fact of life, we suggest that training activity emanating from focused planning yields more permanent results over time. To the extent that regional training is dominated by ad hoc issues rather than long-range planning, training will be erratic and the impact on real needs will be greatly reduced. If regions are to reap maximum benefits from their efforts, regional needs and state policies must be coordinated whenever possible.

- Except for the Florida Literacy Coalition Conference and, to a limited extent, the consortia, there appears to be little or no attempt to coordinate training or pool resources toward more economical and efficient uses of each. Likewise, among regions and districts, there is little evidence of a sharing of information, materials, or practices that work. The potential for coordination and exchange already exists within the TEC and consortia structures. Individually some districts are moving toward a more communal approach through collegial use of persons within and across districts to deliver training. The majority of training programs used with administrators and instructors are developed within the districts. This suggests that considerable expertise exists within districts, which if more appropriately channeled could be a powerful resource for program development and dissemination.
- We found no real training focus statewide that could serve as a common purpose toward which all regions might strive, despite their individual differences. We submit that common agenda can be achieved across regions and that it can be effective in raising the level and importance of training within the state. Such an agenda might include focusing on the needs of part-time literacy instructors, or developing incentive structures for both administrators and instructors.

2. ***There are significant imbalances in the provision of training throughout the state.***

- Data from the survey, interviews with key informants, and critical reviews of documents all point up both geographic and demographic imbalances affecting training opportunities.
- Data on the extent and types of training reveal that in the responding districts programs addressing administrator and instructor needs are geographically tilted toward central and south Florida. We have noted elsewhere the potential for the number of programs reported to be affected by the extent of regional responses, i.e., high regional response might result in the reporting of more existing programs, and *vice versa*. A slightly greater percentage of total returns came from Regions 1 and 2; yet the overwhelming majority of programs that address high-priority needs were found in Regions 3, 4, and 5. From 60% to 100% of the districts in those regions reported having programs addressing high-priority needs. The relationship we had expected to find between higher response rates and greater numbers of programs did not occur.

This graphically illustrates an imbalance of kind and degree of training programs.

Demographically, Regions 3, 4, and 5 are more densely populated, urban regions with greater personnel and fiscal resource potential. On the other hand Regions 1 and 2 in northeastern and northwestern areas tend to be more rural and less densely populated and have fewer personnel and fiscal resources.

Over and over again we saw a "domino effect": the greater the FTE the more FEFP funding, and the greater the opportunity to hire staff with differentiated responsibilities, and thus the greater the potential for offering necessary training. The same is true for accessing funding through competitive grants. Grantsmanship is a labor-intensive endeavor, one that gets shortchanged in the absence of staff to conceptualize and write funding proposals. Key informants echoed these sentiments; and our document analysis of 353 training grants funded in 1989-90 showed that 11 of the 13 (85%) staff-development grants went to Regions 3, 4, and 5--a distribution not unlike the 1990-91 funding pattern.

- Further imbalances are reflected in the fact that full-time instructors have more training opportunities than part-time instructors. Similarly, administrators have disproportionately more training opportunities than do instructors.

These imbalances call for serious and focused attention by decision makers at all levels. Adult students who enter DOE- sponsored programs to become fully literate will be severely shortchanged if the adult-literacy leaders themselves are penalized for the area where they live and work and for their job status.

3. ***There is a general lack of standards and guidelines for staff training.***

- Our study revealed at the state level a varied menu of resources for training, a great deal of encouragement for its realization, a fair amount of facilitation, and a stated expectation that adult-literacy-leadership training will occur. These same characteristics were seen at the regional and district levels. But expectations are not supported by clear standards or guidelines for their achievement. Moreover, there is no evident connection between the desire for training to occur and a support system that would transform these desires into reality.

Regions are making valiant efforts to ensure that instructors and administrators are competent and current. They appear to want a recognizable framework at the top that undergirds their efforts. They want to preserve local discretion on matters specific to localities, but they would welcome initiatives and standards that provide general directions and status to their profession.

4. ***The data on advisory councils paint a desolate picture of both training activity and resource availability.***

   - Regions 1 and 5 are exceptions to a bleak training landscape for councils and boards that advise adult literacy programs. Otherwise, it was not uncommon to find an entire region with only one program that addressed a high ranking need. There appears to be either little capacity or little inclination for districts to develop programs that help advisors to become more knowledgeable or skilled in performing their duties.

   - The availability of volunteer-agency training programs appears to be not only the preferred but often the only recourse for most regions. Considering the pivotal role that advisors play in decision making on critical matters, the current situation seems untenable. The utilization of LVA and Laubach training programs is not necessarily undesirable, for the training programs appear to be sound. However, LVA and Laubach do not enjoy a reciprocal reliance on district funds to maintain their operations. It would seem prudent for districts to have available a variety of resources to use and share among themselves and volunteer agencies.

5. ***Programs and activities are indeed requisites of training, but they alone are not sufficient to ensure that training occurs.***

   - The resolution of training needs is affected by more than the mere presence of programs. Policies, procedures, and organizational structure contextualize the provision of training opportunities and affect the results realized from them.
   - The contacts we made with personnel from the field over the past eight months, as well as the imbalances revealed through other data, lead us to conclude that the training environment and the policies and incentives that are reflected there would benefit from a careful analysis and restructuring consistent with the felt needs of adult-literacy providers and the demands of practice.

In general, regions have a running start in their attempt to address the needs of literacy educators. This study is a second step in moving the training agenda forward. Much can be learned from a deeper analysis of the data contained here and certainly from the continued probing and advocacy necessary to create an infrastructure truly supportive of professional development.

CHAPTER V

TOWARD A COMPREHENSIVE EDUCATION AND TRAINING MODEL FOR FLORIDA'S ADULT-LITERACY LEADERS

Rationale

A major issue in the national debate on adult illiteracy in America concerns the preparation of literacy educators. Although this is a multifaceted issue about which much constructive controversy has arisen, there is a general consensus that the functional-literacy requirements that adults bring to learning situations quickly translate into the need for those who instruct them or who otherwise facilitate their learning to gain increased and more diverse qualifications. The provision of professional development opportunities, education and training among them, is one way to ensure that literacy educators are adequately prepared to help adult learners acquire knowledge and skills.

Opportunities alone, however, are not sufficient. Literacy leaders must deliberately engineer the construction of a professional-development infrastructure so that opportunities may be accessed and their full impact realized. It is toward the building of such an infrastructure that this study and, most particularly, this chapter are directed.

The study has given us an initial view of the education and training activity associated with DOE-sponsored adult-literacy education around the state. We theorize, however, that current efforts would be greatly strengthened and their results multiplied if a more comprehensive institutional support system were designed specifically to sustain and coordinate education and training activity. We offer the framework for such a system in the following pages.

A Recommended Framework for the Education and Training of Adult Literacy Leaders

Our research disclosed two operational areas of leadership in adult literacy education in the state. One area comprises the state/central, regional, and district levels of operation. The other is role- or task-related and comprises administrative, instructional, or advisory functions. Our research has concentrated on both of these areas, and the recommendations we present here encompass both as well.

This section proposes roles, functions, and relationships that constitute the initial steps in building a model support system for the training of adult-literacy leaders in Florida DOE programs. In sections I, II, and III, roles, functions, and relationships are couched in a series of recommendations intended to initiate dialogue about the building of a state-supported infrastructure for literacy-education development. In section IV, our recommendations form the basis for a tri-level framework with differentiated roles and functions. Section V offers a brief commentary on the integration of roles and functions and concludes this report.

Our ideas are drawn from survey data, informant interviews, field-based advisors to this project, and an extensive review of best practices published in current adult education literature.

I. State-Level Roles and Functions

The role of DOE is conceived as one of policy review and development, information dissemination, coordination, and advocacy. Our recommendations are as follows:

- ☐ ***Leaders at the level of state administration for adult-literacy programs should utilize established relationships to move provider training to a position of priority within their own ranks and among external policy makers.*** This movement should take place immediately among the Division of Vocational, Adult, and Community Education, (DVACE), the Bureau of Adult and Community Education (BACE), the Adult Literacy Policy Academy Team, the State Advisory Council of Adult Education (advisory to the Commissioner of Education), the Adult and Community Education Association (ACE), the Florida Literacy Coalition, and the Commissioner of Education. Any other groups or individuals who are influential at the top levels of state administration and governance should be included. Externally, DOE should use established lines of communication and influence to enlist the support of the governor, legislators, business leaders, publishers, and print and electronic media in this advocacy effort.
- ☐ ***DOE should initiate a thorough policy review and according to the results of this review, restructure fund-allocation procedures to eliminate the current imbalances in the availability of fiscal resources to LEAs.*** Such a review would include a re-evaluation of current funding formulas that link funding to FTE production. These formulas are inappropriately applied to adult-learning situations. By their very nature, they reflect the compulsory-attendance aspect of schooling, and ignore the voluntary nature of adult behavior in learning situations.

Restructuring must include the development of accountability systems and performance contracts so that program effectiveness can be measured and tracked. In addition, the policy-review process should include an examination of the grants-review-and-award process.

Considerable monies are available through the grants awarded to LEAs and other groups. In times of scarce resources, these monies must be cost-effectively used to achieve high productivity in critical areas of literacy development, education and training being among them.

- ***DOE should develop standards of practice that make clear the preparational and performance expectations of adult basic educators.*** There is a great deal of agreement that persons who work either full-time or part-time in adult-literacy settings will benefit from opportunities to enhance existing skills and acquire new ones that better equip them to facilitate adult learning. Many of the felt training needs of the literacy educators surveyed for the LLTP and the demands of practice indicate this. Training is thought to be beneficial for persons entering the practice from other fields on a full-time administrative or instructional basis, as well as for individuals currently employed.

The majority of the instructional staff in adult-literacy programs is part-time staff, many of whom have primary job responsibilities elsewhere. In many instances, they are minimally trained in adult education. Considering that they are most closely involved with the delivery of instruction and other activities intended to have direct and immediate effect, we also recommend the following:

    - *The expectation and willingness to engage in training activity as a condition of hiring*
    - *The provision of monetary support for the training of part-time instructors*
    - *The incorporation of job-related training-incentive structures for part-time instructors to develop their skills as adult educators*

- ***DOE should move immediately to mandate preservice and in-service staff training in adult basic education and in adult education generally for all administrators and instructors in adult-literacy development programs.***
- ***DOE should encourage and otherwise facilitate inter-regional cooperation in areas such as personnel and fiscal-resources utilization, needs assessment, and program evaluation.*** Structures such as TEC and training consortia are already in place and easily lend themselves to such cooperative efforts.
- ***DOE should be the primary disseminator of information to regions and districts on all training projects, administrative developments, and field-related training research.*** Toward this end, we recommend the establishment of a **Clearinghouse for the Dissemination of Adult-Literacy Education and Training Materials.** Communication mechanisms such as *Lifeline* are extremely useful and should be maintained and strengthened. However, there is no locus of dissemination for all

353 grant projects in adult education and staff development. Collection and dissemination should be retroactive to include past adult-literacy-specific-training projects.

☐ ***DOE should forge strong relationships with university personnel who are especially eager and equipped to unify the adult literacy staff development process in the state.*** Such a relationship could take the form of a staff development institute collaboratively planned and implemented with all levels of DOE personnel, field-based education, and university adult educators. Starting as a pilot effort, this institute could become the Literacy-Education Resource Center for DOE, a model training center for educators throughout the state.

II. Regional-Level Roles and Functions

We see the primary role for regions as a coordinative one.Regions are particularly situated to facilitate cooperative training and other staff development activity and to become a liaison between the state and districts. We are impressed with the concept of regional training consortia and the potential for utilizing a consortia mode to promote collaboration among districts. We recommend the following:

☐ ***DOE should explore the use of training consortia for all regions of the state.***

☐ ***DOE should establish a regional panel for the development of adult-literacy-educator training.***

Such a panel might be composed of representation from the districts. Representation might include volunteer literacy groups, community-based literacy organizations, as well as district personnel. The goals might include the following: (1) to promote joint use of training resources, (2) to encourage the sharing of practice information, and (3) to be a communication link between districts. The panel could also serve as a decision-making body to determine priority training needs among the districts. In addition, it could position itself as an advocacy group with DOE.

☐ ***Regions should continue to support the Florida Literacy Coalition as a training opportunity.*** Efforts should be made to utilize this forum for focused, in-depth training in carefully selected skill and knowledge areas.

☐ ***In addition to supporting the FLC, regions should revitalize the tradition of regional workshops.*** They can serve as macro-training opportunities that make efficient use of shared resources and appeal to a wide cross section of people.

☐ ***Regions in cooperation with local districts should annually adopt a training focus, communicate that focus, and solicit support for it from available funding resources and from influential decision makers regionally and throughout the state.***

III. District Roles and Functions

Districts are the nerve center for the development and implementation of training. At the local level and only at the local level can training be conceptualized and planned with the assurance that it is meeting site-specific needs. To reap the greatest gains from local ideas and planning efforts, the following recommendations are offered:

- ☐ ***Districts should strive to promote the idea of staff development and training as processes that benefit both the organization and the individual.*** This may be accomplished by integrating staff development into the overall purposes and priorities of the agency, and by incorporating it into the ongoing process of program development.
- ☐ ***With particular sensitivity toward part-time literacy educators, districts should offer training alternatives for instructors.*** Among the alternative methods available for consideration are self-directed training, peer coaching, electronic learning, and on-site workshops.
- ☐ ***Administrators should identify barriers to the training of part-time adult-education personnel and engage efforts to reduce these barriers.*** Access to funds and other resources for education and training are crucial to the success of local training programs. Therefore, districts will benefit from:
    - ☐ Identifying with established consortia or developing consortium arrangements for the purpose of coordinating training activity, offering and receiving technical assistance, and sharing practical information.
    - ☐ Seeking adult-education representation on TEC councils or placing individuals on councils that can advocate for staff development in adult literacy. Council representatives should apprise themselves of FEFP and other funding criteria and formulas to ensure that available funds are directed toward education and training in their districts.

IV. A Tri-level Framework with Differentiated Roles and Functions

The preceding recommendations help to initiate a discussion of a statewide training infrastructure conceived in terms of roles and functions. The following is proposed:

The Role of the State. The role of the state is an encompassing one. It is to develop and maintain a superstructure conducive to the promotion of regional and district activity, and inclusive of statewide quality performance standards in all programs that accept and use DOE funds for adult literacy development.

A Role for the Regions. The absence of an established regional administrative structure casts the regions as a liaison among districts and between districts and the state, serving local interests and implementing common statewide interests where these are more cost-effectively accomplished through the regions.

The District Role. Districts are best situated to articulate local interests and to serve as the locus for planning, developing, and delivering programmatic responses to training needs.

The following proposed functions articulate the responsibilities of each operational level and reveal the overlapping areas of leadership:

State Functions. Within the role described, state or centralized functions include:

- Policy review and development in the areas of standards, funding, accountability, and incentive structures.
- Information dissemination
- Development of coordinative mechanisms
- Advocacy

Regional Functions. Consistent with the role proposed for them, regional functions include:

- Review of existing coordinative structures for the delivery of training
- Exploration of new or restructured forms of cooperation and collaboration
- Articulation of regional needs
- Assistance in the dissemination of information
- Conceptualization and development of programmatic responses to felt and practice-based needs
- Assistance to districts in the delivery of education and training
- The development of advocacy approaches and strategies

District Functions. Aspects of local literacy leadership that most likely ensure systematic program delivery include:

- Promotion of staff development as an organizational and individual benefit, and the implementation of advocacy approaches
- Identification of needs based on perceptions of literacy leaders as well as demands of practice
- Development and delivery of locale-specific programmatic responses to include adult-literacy staff development/training methods and materials
- Acquisition and management of funds
- Dissemination of information
- Management of human resources

- Implementation of program performance standards consistent with statewide quality standards
- Implementation of a system of rewards for participation in training and other professional-development activities

Local administrative, instructional, and advisory roles and functions will be best articulated at the local and regional levels. The operational and demographic differences among the geographic areas requires this. Moreover, state administrative or advisory roles and functions will continue to evolve consistent with the requirements of state-level operation.

Integrating Roles, Functions, and Relationships

As can be seen, some of the roles and functions set forth here are more applicable to particular operational levels than to others. Likewise, certain leadership functions will necessarily emanate from the top of the leadership hierarchy. For example, state leadership is in a position to impact policy development and revision at a macro-level, and to arrange procedural adjustments that make it possible for regions and districts to function efficiently. On the other hand, districts and regions may reciprocate by incorporating into their activities those functions that support state leadership in their policy, advocacy, and coordination efforts. The relationship is one of reciprocity and mutual support achieved through the enactment of sound state and local practices, clear expectations, and open lines of communication. The latter is assisted by information dissemination mechanisms instituted at both state, regional, and local levels.

All levels have a coordinative role. Distinctions in this role will arise when the nature of the activity warrants such, or because of the locus of resources necessary to implement the activity and the intact systems for utilizing those resources. These factors may be determined in many ways, e.g., by statute, by tradition, or in the ongoing decision-making process.

At all times, operational levels (i.e., state, region, or district, and administrative, instructional, or advisory) are interdependent. It is just such interdependence that characterizes a durable infrastructure.

Within the framework of these roles, functions, and relationships lies the potential for participatory planning and systematic delivery of training to Florida's literacy leadership. What is presented here and throughout this study has the potential for provoking thought and initiating dialogue among all interested parties toward this end.

In our opinion, the missing parts of a much needed infrastructure are available or can be developed by motivated, determined persons. The challenge is to focus our energies and enlist the vast talent and will among us to get the job done.

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Appendix A

Letters and Instruments

The Florida State University
Tallahassee, Florida 32306-4070
College of Education

Department of Educational Foundations and Policy Studies

-Adult Education
-History and Philosophy of Education
-International/Intercultural Development Education
-Social Science and Education

November 5, 1990

Dear Project Partner/University Consultant:

I am happy to inform you that the proposal, "Development of a Comprehensive Education and Training Model for Florida's Adult Literacy Leadership", was funded by the Florida Department of Education for the period July 1, 1990 through June 30, 1990. Work actually began on October 1, 1990 upon receipt of funding.

Dr. Mary Cozean Alexander is director and the research Associate for the project which we commonly refer to as the Literacy Leadership Project. Our base of operation is in 215F, Stone Building, Florida State University. Our phone number is (904) 644-8683.

I thank you for your contribution in bringing this grant into being. The work we do here has great promise for creating professional development opportunities for adult literacy providers and toward assisting in ameliorating the literacy needs of adults in our state.

We look forward to working closely with you this year. We will keep you informed and seek your assistance in achieving our goal.

I am enclosing a copy of the proposal in its funded form and a copy of the research which preceded it. I look forward to meeting with you when we have had an opportunity to complete our start-up activities. Again, thanks for your support and interest.

Sincerely,

Edith D. Crew
Associate Professor of Adult Education
Principal Investigator

/es

Enclosure

Adult Literacy Leadership Project

215 F Stone Building, Telephone: (904) 644-8683

The Florida State University
Tallahassee, Florida 32306-4070
College of Education

Department of Educational Foundations
and Policy Studies

-Adult Education
-History and Philosophy of Education
-International/Intercultural
Development Education
-Social Science and Education

November 5, 1990

Dear Adult Education Administrator:

The Department of Education (DOE) through the Bureau of Community and Adult Education (BCAE) has contracted with the Florida State University to develop a comprehensive education and training model which addresses the professional development needs of Florida's adult literacy leaders. Toward this end, your help is needed to identify the in-service programs and professional development activities already in existence for literacy administrators and instructors.

Please take a moment to fill out the brief questionnaire on the following pages. It contains a list of administrator and instructor training needs which adult literacy leaders, like yourself, identified as their priority in-service needs according to the Adult Literacy Leadership Project Needs assessment, conducted during spring of 1990. An executive summary of that needs assessment is enclosed for your information and review.

For each training need listed, indicate whether or not your adult literacy program has a staff development program or activity to address that need. For those needs for which you have an in-service activity, indicate whether it was developed by your Local Education Agency (LEA) or by some other agency (i.e., a commercial, federal, state, university, or nonprofit organization). In addition, you are asked to help us identify local literacy advisory boards.

The return date for this survey is November 26, 1990. At a time to be established later, we would like the opportunity to interview you by telephone to find out more about your education and training programs and activities.

For further information or assistance, please contact us at the Adult Literacy Leadership Project Office, 215F Stone Building, College of Education, Florida State University, Tallahassee, FL 32306; or by phone (904) 644-8683.

Thank you for your assistance with this project. The ultimate benefit will, hopefully, be the deployment of adult educators who are better informed and prepared to realize Florida's goal of reduced adult illiteracy.

Sincerely,

Edith Crew
Principal Investigator

Mary Cozean Alexander
Project Director

Adult Literacy Leadership Project

215 F Stone Building, Telephone: (904) 644-8683

ADULT LITERACY LEADERSHIP PROJECT
(To Develop a Comprehensive Education and Training Model)

The purpose of this questionnaire is to determine if there are in-service programs or activities being used in this state that address the education and training needs which administrators and instructors of adult literacy education programs identified as their priority training needs on the Adult Literacy Leadership Project Needs Assessment conducted last spring.

Name/title of respondent ______________________________

Agency ______________________________

Address ______________________________

______________________ Zip ______________

Phone (   ) ______________________ Ext. ______________

Q1. Below is a list of administrator and instructor in-service needs. For each need listed, please indicate (a) if your district has a training program or activity available (PA) to address that need, and, if so, (b) whether that training was district developed (DD) or other developed (OD) by a commercial, university, state, or other nonprofit organization. Place an "X" for the appropriate response to each identified need in the spaces provided.

PA = Program (or activity) Available
DD = District Developed
OD = Other Developed (commercial, university, state, etc.)

ADMINISTRATOR TRAINING NEEDS	PA		If "yes" was it	
	Yes	No	DD	or OD
a. Acquiring funds	___	___	___	___
b. Building community support for adult literacy activity	___	___	___	___
c. Using computers & technology	___	___	___	___
d. Promoting & marketing literacy programs	___	___	___	___
e. Finding appropriate instructional software	___	___	___	___
f. Screening clientele learning needs	___	___	___	___
g. Managing program & course implementation	___	___	___	___
h. Finding appropriate instructional materials	___	___	___	___
i. Facilitating interagency collaboration	___	___	___	___

PA = Program Available; DD = District Developed; OD = Other Developed

Q1. ADMINISTRATOR TRAINING NEEDS (continued)	PA Yes	PA No	If "yes" was it DD	or OD
j. Meeting English as Second Language (ESL) student needs	___	___	___	___
k. Engaging & managing volunteers	___	___	___	___
l. Understanding cultural diversity & its educational implications	___	___	___	___
m. Developing program offerings & operations	___	___	___	___
n. Evaluating programs	___	___	___	___
o. Promoting staff efficiency & productivity	___	___	___	___
p. Creating environments conducive to adult learning	___	___	___	___
q. Reviewing current adult literacy education theory	___	___	___	___
r. Understanding screening or testing results	___	___	___	___
s. Record keeping	___	___	___	___
t. Managing grants	___	___	___	___
INSTRUCTOR TRAINING NEEDS				
a. Identification of adult student learning problems or disabilities	___	___	___	___
b. Drop-out prevention strategies	___	___	___	___
c. Computer & technology use	___	___	___	___
d. Analysis of workplace literacy needs	___	___	___	___
e. Instructional methods development	___	___	___	___
f. Evaluation techniques other than standardized tests	___	___	___	___
g. Teaching the English as Second Language (ESL) student	___	___	___	___
h. Instructional materials development	___	___	___	___
i. Understanding student's social contexts (i.e., family, community, workplace)	___	___	___	___

Q2. Please identify below any adult literacy advisory boards which function in your district.

a. Title of advisory board ______________________________

Contact person/title ______________________________

Address ______________________________

______________________________Zip ______________

Phone (   )______________________________

b. Title of advisory board ______________________________

Contact person/title ______________________________

Address ______________________________

______________________________Zip ______________

Phone (   )______________________________

(Use the rest of page to identify additional adult literacy boards in district)

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE!

The Florida State University
Tallahassee, Florida 32306-4070
College of Education

Department of Educational Foundations and Policy Studies

- Adult Education
- History and Philosophy of Education
- International/Intercultural Development Education
- Social Science and Education

January 10, 1991

Dear Advisory Council Chairperson:

The Department of Education (DOE) through the Bureau of Community and Adult Education (BCAE) has contracted with the Florida State University to develop a comprehensive education and training model which addresses the professional development needs of Florida's adult literacy leaders. Toward this end, your help is needed to identify the in-service programs and professional development activities already in existence for adult literacy board advisors.

Please take a moment to fill out the brief questionnaire on the following pages. It contains a list of the training needs which advisors, like yourself, serving on adult literacy boards identified as their priority in-service needs according to the Adult Literacy Leadership Project Needs Assessment, conducted during spring of 1990. An executive summary of that needs assessment is enclosed for your information and review.

For each training need listed, indicate whether or not your advisory board has a staff development program or activity to address that need. For those needs for which you have an in-service activity, indicate whether it was developed by your Local Education Agency (LEA) or by some other agency (i.e., a commercial, federal, state, university, or nonprofit organization). In addition, you are asked to provide us with some basic information about the funding for and the benefits of the identified training activities.

The return date for this survey is February 9, 1991. At a time to be established later, we would like the opportunity to interview you by telephone to find out more about your advisory board education and training programs and activities.

For further information or assistance, please contact us at the Adult Literacy Leadership Project Office, 215F Stone Building, College of Education, Florida State University, Tallahassee, FL 32306; or by phone (904)644-8683.

Thank you for your assistance with this project. The ultimate benefit will, hopefully, be the deployment of adult educators who are better informed and prepared to realize Florida's goal of reduced adult illiteracy.

Sincerely,

Edith Crew	Mary Cozean Alexander
Principal Investigator	Project Director

Adult Literacy Leadership Project

215 F Stone Building, Telephone: (904) 644-8683

ADULT LITERACY LEADERSHIP PROJECT
(To Develop a Comprehensive Education and Training Model)

The purpose of this questionnaire is to determine if there are programs or activities being used in this state which address the five education and training needs which advisors serving on adult literacy boards in Florida identified as their prioritized training needs on the Adult Literacy Leadership Project Needs Assessment conducted last spring.

Q1. For each need listed, please indicate (a) if your district has a training program or activity available (PA) to address that need, and, if so, (b) whether that training was district developed (DD) or other developed (OD) by a commercial, university, state, or other nonprofit organization. Place an "X" for the appropriate response to each identified need in the spaces provided.

PA = Program (or activity) Available
DD = District Developed
OD = Other Developed (commercial, university, state, etc.)

ADVISOR TRAINING NEEDS	PA Yes	PA No	If "yes" was it DD or	If "yes" was it OD	If "OD", by whom (ex. LVA)
a. Program management & evaluation	___	___	___	___	______________
b. Program design & development	___	___	___	___	______________
c. Finance	___	___	___	___	______________
d. Legislative/government relations	___	___	___	___	______________
e. Communication	___	___	___	___	______________

Q2. For each educational and training program or activity you indicated above as available in your district, please identify its specific source of funding in the spaces provided below.

a. Program management & evaluation ______________________________

b. Program design & development ______________________________

c. Finance ______________________________

d. Legislative/government relations ______________________________

e. Communication ______________________________

(over)

Q3. For each educational and training program or activity identified above, please give its title and indicate its benefits in meeting the in-service needs of your adult literacy board advisors.

a. Program management & evaluation: ______________________________

____

____

b. Program design & development: ______________________________

____

____

c. Finance: ______________________________

____

____

d. Legislative/government relations: ______________________________

____

____

e. Communication: ______________________________

____

____

Completed by ______________________________
(Name and Title)
Name of advisory board ______________________________
Address ______________________________
______________________________ Zip ______________
Telephone (   )______________________ Ext. ______________

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE!

The Florida State University
Tallahassee, Florida 32306-4070
College of Education

Department of Educational Foundations and Policy Studies

- Adult Education
- History and Philosophy of Education
- International/Intercultural Development Education
- Social Science and Education

February 20, 1991

Dear Project Partners:

As you are aware, the Florida Literacy Conference is scheduled in Jacksonville for March 6-8. I have talked with you by phone to plan a short informal meeting for the Adult Literacy Leadership Project Partners to be held in conjunction with our conference.

The meeting will be held on Wednesday, from 5:00 pm to 6:30 pm in the Rope Room at the Marina Hotel at St. Johns Place. I am enclosing a list of discussion questions that we would like to address in the meeting.

I look forward to seeing you again and welcome your participation in our project!

Sincerely,

Mary Cozean Alexander
Project Director

BEST COPY AVAILABLE

Adult Literacy Leadership Project

215 F Stone Building, Telephone: (904) 644-8683

ADULT LITERACY LEADERSHIP PROJECT
Points of Discussion

1. What do you see as the purpose of staff development/in service training in your district?

2. Do you have a needs assessment procedure for determining the in-service needs of your administrators and instructors? Who carries it out?

3. How do you determine the best provider(s) of an in-service activity?

4. Who provides the majority of your training?

5. What percent of local financial resources are designated for in-service? What other resources are available?

6. When are in-service activities usually provided for local personnel?

7. Is there a designated number of hours allocated for adult education staff development?

8. Is staff development for literacy (ABE) personnel a priority in your district? Why so? Why not?

9. Is the adult education in-service training provided specifically for adult literacy personnel?

10. How is staff development activity evaluated?

11. What kinds of assistance do you see the Florida Department of Education providing the local district?

12. What kinds of information would you like to see in a "Resource for Training Adult Literacy Leadership" guide?

13. Does a comprehensive training model seem like an important contribution to the professional development of literacy personnel? What components would you like to see such a model have?

Questions Used for TEC Interviews

1. Do you have an adult education representative on your TEC Council?
2. What is the role of the adult education council member?
3. How often does TEC training take place?
4. Is the needs assessment or training activity that is done for adult education teachers different from what is done for K-12 teachers and administrators?
5. What is your source of trainers for TEC activity?
6. Are there other sources of training that you are aware of but do not use?
7. Do you consider the district TEC to be an efficient means of providing training for your instructors (including those in adult education)?
8. Is the amount of money generated by your adult education student population enough to cover training costs for your adult education staff?
9. What might you suggest for improvement in training activity for adult education staff?

Appendix B

Directory of Research Participants

Responding LEA Administrators

REGION 1

Bay
Sandra Davis
Vocational, Adult & Community Education
Bay County School District
Post Office Drawer 820
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(904) 872-4555

Escambia
Margaret Ruffin
Adult Education/Literacy
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30 East Taxar Drive
Pensacola, FL 32503
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Franklin
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155 Avenue East
Apalachicola, FL 32320
(904) 653-8831

Gulf
Mr. S. M. Eubanks, Coordinator
Adult Education
Gulf County School District
501 Niles Road
Port St. Joe, FL 32456
(904) 227-1744

Holmes
Mr. Myron Hudson
Adult and Community Education
Holmes County School District
211 West Iowa Avenue
Bonifay, FL 32425
(904) 547-9341

Jackson
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Adult Education Division
Jackson County School District
445 Guyton Street
Marianna, FL 32446
(904) 482-5617 x326

Jefferson
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Community Education
Jefferson County School District
1490 West Washington Street
Monticello, FL 32344
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Leon
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Adult and Community Education
Leon County School District
3111-21 Mahan Drive, Drawer 106
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Adult Education
North Florida Junior College
1000 Turner Davis Drive
Madison, FL 32340
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Okaloosa
Mr. J. J. Steele, Jr.
Adult Education
Okaloosa County School District
Administration Building
120 Lowery Place
Fort Walton Beach, FL 32548
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Santa Rosa
Mrs. Alice Guidy, Director
Adult, Vocational, & Technical Education
Santa Rosa County School District
603 Canal Street
Milton, FL 32570
(907) 623-3663 x226

Taylor
Mr. Bryant J. Russell, Director
Adult and Community Education
Taylor County School District
3233 Highway 19 South
Perry, FL 32347
(904) 584-7603 x113

Wakulla
Mr. Jesse Quigg, Coordinator
Adult and Community Education
Wakulla County School District
Route 3, Box 5399
Crawfordville, FL 32327
(904) 926-8111 x22

Walton
Ms. Marilyn Holley, Director
Vocational Education
Walton County School District
850 North 20th Street
DeFuniak Springs, FL 32433
(904) 892-5081

Washington
Mr. Bill Williams
Washington-Holmes Area Vo-Tech Center
209 Hoyt Street
Chipley, FL 32428
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REGION 2

Alachua
Mr. Ellis McKinnon
Adult Education Center
Alachua County School District
3000 East University Avenue
Gainesville, FL 32601
(904) 336-2839

Baker
Mrs. Garlon Webb, Director
Vocational, Adult & Community Education
Baker County School District
392 South Boulevard East
Macclenny, FL 32601
(904) 259-6251 x102

Bradford
Mr. James E. Ward, Director
Adult and Community Education
Bradford County School District
609 North Orange Avenue
Starke, FL 32091
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Clay
Mr. Jim Booth, Supervisor
Adult and Community Education
Clay County School District
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Orange Park, FL 32073
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Mr. Richard C. Kahlich, Director
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Columbia County School District
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Jacksonville, FL 32218
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Adult and Community Education
Levy County School District
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Marion
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Community Education Center
Marion County School District
438 Southwest Third Street
Ocala, FL 32674
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Nassau
Mr. Jerry Bishop, Director
Adult, Vocational & Community Education
Nassau County School District
1201 Atlantic Avenue
Fernandina Beach, FL 32034
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Putnam
Dr. Ed Cooper, Dean
Adult and Community Education
St. Johns River Community College
5001 St. Johns Avenue
Palatka, FL 32177
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Suwannee
Mr. Walter Boatright, Director
Vocational and Adult Education
Suwannee County School District
415 Southwest Pinewood Drive
Live Oak, FL 32060
(904) 364-2755

REGION 3

Brevard
Dr. Elizabeth Singer, Dean
Adult and Community Education
Brevard Community College
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Indian River
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Indian River County School District
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Lake
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Lake County School District
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Okeechobee
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Adult and Community Education
Okeechobee County School District
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Orange
Mr. Ronald D. Froman, Administrator
Adult and Community Education
Orange County School District
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Orlando, FL 32801
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Osceola
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St. Lucie
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Seminole
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Sumter
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Volusia
Ms. Beverly M. Grissom, Dean
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REGION 4

DeSoto
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DeSoto County School District
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Glades
Mr. Don Hopkins
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Glades County School District
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Hernando
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Lee
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Pasco
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Pasco County School District
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Pinellas
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Adult and Community Education
Pinellas County School District
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Polk
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Polk County School District
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Sarasota
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Sarasota County School District
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REGION 5

Broward
Ms. Meredith McCleary, Director
Adult and Community Education
Broward County School District
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Dade
Mr. Joe Mathos, Executive Director
Adult and Community Education
Dade County School District
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Hendry
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Clewiston Adult and Community School
Hendry County School District
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Palm Beach
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Palm Beach County School District
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Palm Beach Gardens, FL 33410-4283
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Responding Advisory Council Chairs

REGION 1

Escambia
LCDR Paul M. Connolly, President
LVA-Escambia Board of Directors
c/o Family Services NAS Bldg. 25
Pensacola, FL 32508
(904) 452-5990

Franklin
ACE Advisory Council
c/o Fay Burton, Coordinator
Adult and Community Education
Franklin County Schools
155 Avenue East
Apalachicola, FL 32320
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Leon
Mr. Jack Newell
Project PLUS Florida Task Force
c/o Gadsden-Wakulla/Even Start
Leon County Public Library
200 West Park Avenue
Tallahassee, FL 32304
(904) 222-8181

Santa Rosa
Deborah Crews, Facilitator
Advisory Committee for Non-Instructional
Model Literacy Center
206 Southeast Caroline Street
Milton, FL 32570
(904) 626-2251

Wakulla
Sarah McGilvary, Chairperson
Wakulla Board of Directors for Literacy
Volunteers
P. O. Box 1300
Crawfordville, FL 32327
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REGION 2

Columbia
Gwen R. Sharp, Literacy Coordinator
Columbia Literacy Council
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Lake City, FL 32056
(904) 758-2101

Duval
Literacy Coalition Advisory Board
c/o Deborah Reynolds, Director
Florida Community College at Jacksonville
101 West State Street
Jacksonville, FL 32202
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REGION 3

Brevard
Center for Adult Literacy Advisory Council
c/o Dr. Elizabeth Singer, Dean
Adult/Community Education
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922
(407) 632-111 x3180

Lake
Adult Literacy Center Advisory Board
c/o Mr. Mike McLeod, Coordinator
P. O. Box 308
Sumterville, FL 33585-0308
(904) 568-1890

Orange
Orange County Adult & Community,Education
Advisory Committee
c/o Ron Froman, Senior Administrator
Orange County Schools
454 Amelia Street
Orlando, FL 32801
(407) 849-3200 x2836

Seminole
Adult Basic Education Advisory Council
c/o Harriet Little,Coordinator Literacy Programs
Seminole Community College
100 Weldon Boulevard.
Sanford, FL 32773
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REGION 4

Desoto
DeSoto Literacy Task Force
c/o Larry O'Donnell
530 LaSolona Avenue
Arcadia, FL 33821
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Pasco
Reading Assistance Advisory Council
c/o Dr. Betty Richey, Supervisor
Adult and Community Education
7227 Land O'Lakes Boulevard
Land O'Lakes, FL 34639
(813) 996-3600 x2206

Polk
Adult Literacy Advisory Board
c/o Margaret Anne Gates
Adult Literacy Center
300 Parkview Place
Lakeland, FL 33801
(813) 682-6401

REGION 5

Broward
CECL Advisory Committe
c/o Roger Gill, Chairperson
11 Northwest 36th Avenue
Ft. Lauderdale, FL 33311
(305) 584-0795

Dade
Adult Basic Education Advisory Committee
c/o Ms. Marian Dean, Coordinator
Dade County Public Schools
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Miami, FL 33132
(305) 995-1842

Palm Beach
Palm Beach Literacy Coalition
c/o Gail Howden, President
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(407) 820-4131

Responding Library Administrators

REGION 1

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Leon
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Leon County Public Library
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Wakulla
Sarah McGilvary, Literacy Coordinator
Wakulla County Public Library
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REGION 2

Duval
Jean U. Brinkman, Literacy Services Coordinator
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Suwannee
Doris Van Jahnke, Literacy Coordinator
Suwannee River Regional Library
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Livc Oak, FL 32060
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REGION 3

Indian River
Vicki Nichols, Literacy Coordinator
North Indian River County Library
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Sebastian, FL 32958
(407) 589-1355

REGION 4

Hillsborough
Ellen Hale, Literacy Coordinator
Tampa-Hillsborough County LIbrary
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Sandy Small, Literacy Coordinator
Lee County Library System
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Pinellas
Edward Paulson, Literacy Director
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REGION 5

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Donna Tunsoy, Literacy Coordinator
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Eduacation
Walton County Schools
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Hope Rachels, TEC Director
Walton County Schools
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Paula Miller, Assistant Dean of Adult Studies
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Dawn Pinder, Program Development Coordinator
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Cathy Dobson, Instructional Officer
under Dr. Edythe Abdullah
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Appendix C

Sample Advisory Council Training Materials

RESOURCE DEVELOPMENT: MARKETING YOUR PROGRAM

GUIDELINES FOR FACILITATOR

FACILITATOR'S ROLE

The Resource Development Workshop is designed to help members of resource development committees in adult literacy programs to understand their job in the context of the overall program and to function more effectively. The committee will get the most out of the workshop if every member can participate fully. If the committee chair is also trying to lead the group, it will be difficult for him or her to be a full participant. That's where you come in--the facilitator.

Your job will be to help the group interact with the video presentation, the written materials and each other. You will facilitate the process of working through the workshop by

*Organizing room setup, breaks, materials, and equipment
*Developing a schedule and helping the group stick to it
*Moderating discussions and keeping them on track
*Recording the outcome of discussions or problem-solving sessions on a newsprint pad and reporting back to the group as appropriate.

As the facilitator for the workshop, you don't have to be an expert in resource development. But you should be comfortable leading a small group meeting of four to eight people. For example, you should know how to lead a discussion to consensus, or moderate interactions so that every member has opportunities to participate. People often acquire these kinds of skills while chairing committees in literacy or other volunteer programs, or on the job while managing a project team or other small group effort.

OBJECTIVES OF THE WORKSHOP

By the end of this workshop, participants should be able to

*Explain in their own words the function of the Resource Development Committee and its place in the adult literacy program.

*Describe the resources their program currently has available, and their short and long-term resource needs.

*Explain the advantages of diversified sources of funding, and discuss additional possible sources of support for their own program.

*Construct a timeline for planning and implementing a special fund-raising event.

*Articulate to a potential donor what you're already doing and what you plan to do, the specific need the donor is being asked to fill,

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and the expected benefits of the contribution to the program and to the donor (if the Donor Approach Role Play optional exercise is chosen).

STEP-BY-STEP INSTRUCTIONS

BEFORE THE SESSION

1. Start by reading through these materials and the general guidelines for workshop planning that appear in the Introduction. Make sure you understand what will be taking place in each activity; if you have questions that discussion with the chair of the committee or the program director can't answer, arrange to contact your state or national literacy office.

2. Meet with the chair of the Resource Development Committee to discuss customizing the workshop for local needs. If the committee already has the skills and knowledge covered in one or more exercises, you may want to reduce the time spent on them, and schedule more time in an area where participants need more work. The chair should know his or her committee well and will be able to help you make adjustments in your final schedule. The workshop is set up for one session of about four hours, but feel free to break it into two or more sessions if your group needs extra time. A blank schedule form appears at the end of this section for you to use in setting up your schedule. You'll probably find that you could lengthen any of these exercises. But remember that it is more important for the purposes of the workshop to get a feeling for the process rather than to end up with a totally finished product.

3. With the committee chair, decide on a date and place for the session(s). The chair should contact each committee member to make sure that she/he understands the purpose of the session(s) and will be able to attend.

4. Obtain a copy of the literacy programs' objectives and budget adopted by the Board for the current year, and the schedule of program activities for the year. If no formal written objectives exist, ask the Board chair to write some. For example, statements could be as simple as the following: This year we will increase by 25 the number of students served, we will train 40 new tutors, and we will establish a student council. If there is no formal budget, ask for an estimate of the amount of money that will be needed for the year.

5. Make sure that someone will be responsible for obtaining the appropriate video playback equipment and a copy of the videotape. Plan to try out the player a couple of days before the workshop to make sure it's functioning well. To be fully prepared, watch the tape yourself before the day of the workshop.

6. Arrange to have copies made of all materials needed by participants. They are listed below under Materials. Also arrange to obtain any other equipment or materials needed. Make sure that the program has assigned someone to be responsible for light refreshments during the breaks in the workshop.

7. Arrange to have the room in which the session(s) will take place set up ahead of time. If the committee is relatively small (six or fewer), you will probably be able to use the same space for all workshop activities. Check seating arrangements to make sure that sight lines will be clear from every position. If your group is larger than six, make sure there will be space to break into smaller groups when needed.

Materials

Each participant will need copies of the following for the session. They should be reproduced and assembled into a Participant's Handbook which can be distributed at the beginning of the workshop. A master copy of each item is provided in the Participant's Handbook section of these materials, and the program has unlimited rights to reproduce the materials for its own use.

*To the Participant

*Objectives of the Workshop

*Workshop Schedule

*Video Viewing Notes

*Objectives adopted by your Board of Directors for the current program year (NOT INCLUDED HERE, LOCAL GROUP SUPPLIES THIS)

*Schedule of program activities planned by your literacy group for the current or upcoming year (NOT INCLUDED HERE, LOCAL GROUP SUPPLIES THIS)

*Budget for the current year (NOT INCLUDED HERE, LOCAL GROUP SUPPLIES THIS)

*Resources/Needs Worksheet

*Sources of Funding Worksheet

*Donor Approach Role Play (if this option is selected)

*Special Event Planning Exercise

*Resource Development Self-Assessment

*What's Next? Planning Our Future

*Resource Development Bibliography

*Workshop Evaluation

In addition, you will need:

*Newsprint pad, markers, masking tape, easel or other support for the newsprint pad
*3"x 5" index cards or plain paper

FOR THE SESSION

The descriptions below include suggestions of how much time to allow for each activity when planning your schedule. They are suggestions only; feel free to modify the times to meet the needs of your group.

10 minutes	Introduction. Welcome participants. If you are not acquainted with them, introduce yourself and have each participant tell a bit about him or herself. Explain the major purposes of this workshop and describe the general types of activities they will be involved in. Distribute copies of the Participant's Handbook. Direct participants to read the schedule and objectives, and answer any immediate questions.
5 minutes	Introductory Exercise. Tell participants to write on a 3"x5" card one word or phrase that describes what they think is the most important principle or key to resource development.
7-10 minutes	Recording/Discussion of Exercise. Record participants' responses on newsprint. Then ask them to talk about similarities and differences in their answers. Invite them to add additional words or phrases. Finish by asking the group to compose a one-sentence definition of resource development and record it on newsprint. Tell participants to watch for the definition of resource development that's presented in the video and compare it with their own. (Note to facilitator: The video describes resource development as "marshall(ing) the resources to support tutoring efforts." But it is not important that the group you are working with come up with the same or even a similar definition at this time.)
35 minutes	Watch Video Presentation. Begin by asking participants to read the Video Viewing Notes. Then ask them to watch the video without taking extensive notes. Explain that most information will be included in their handouts. But ask participants to note briefly, as they watch, new things they learn and things they were surprised about or that they disagree with.
15-20 minutes	First Reactions Exercise and Discussion. Tell participants to finish their notes on what they learned, were surprised by and disagreed with in the video. Allow about 5 minutes, and then record the answers on newsprint and discuss any areas of disagreement. If your group is very new to the idea of resource development, they may want to devote more time to discussing the video in detail. If that seems appropriate, you may choose to extend this activity and even end the first session at this point.
10 minutes	BREAK

30-40 minutes Resources/Needs Exercise. Explain that the first step in deciding what your program needs is reviewing what it's doing now and what resources it already has. The second step is to review program objectives and to decide what additional resources are needed to meet those objectives. Post on newsprint or distribute individual copies of the program's approved objectives. Tell participants to turn to the Resources/Needs Worksheet. Direct them to work through the exercise as a group. For each section (e.g., what do we have?) give them a few minutes to record their thoughts on the worksheet. Then ask them to share their responses and record them on newsprint. Label the newsprint sheets (e.g., Haves) and post them on the walls. (Note to facilitator: If the program does not have an itemized budget, tell participants to leave blank the space for the dollar amount needed or to make their best guess. Have them request this information from the Board before they finalize any plans at a later date. Remind them that the Resource Development Committee does not develop the budget; it merely raises the resources needed.)

25-30 minutes Sources of Funding Exercise. Explain that it is easy for programs to get into the rut of being overly dependent on too few kinds of support for the program. This exercise helps them to look at current sources and consider other possibilities. Tell participants to turn to the Sources of Funding Worksheet. Direct them to work through the exercise as a group. The first section, in which they examine the current and previous year's budgets for funding categories, should take about 10 minutes. The second part, in which they weigh the pros and cons of new categories, should take 15-20 minutes. If the group has never considered the topic before, it may take longer. Follow the same routine as before for each section, allowing a few minutes for individual work, and then recording answers on newsprint. Try to get group consensus on one or two new funding sources.

30 minutes Donor Approach Role Play. (OPTIONAL) Explain that after needs have been identified, the next step is practice at approaching a potential donor to ask for assistance in meeting those needs. Ask for volunteers to play the roles of donor and committee member, and follow the directions for the exercise. (If this exercise is chosen, consider adding another break--at least an opportunity to stretch--to the schedule.)

50-60 minutes Special Event Planning Exercise. Explain that almost every program at some time decides to try sponsoring a special event to raise funds. This exercise will help participants learn the planning skills necessary to make that effort successful. Tell participants to turn to the Special Event Planning Exercise and give a stack of 3" x 5" cards to a participant designated as the recorder. After task cards have been generated, label a piece of paper with the date of the special event and tape it to the wall. Then lead participants through a discussion of the order in which the tasks should be done and the dates by which each needs to be completed in order to be ready for the special event. Have them work back from the event date and tape the cards to the wall until they reach the start date for the project.

15 minutes BREAK

20 minutes Resource Development Self-Assessment. Explain that now that participants have had a chance to identify their needs, it is important to see if they have the tools they'll need to be effective in their work. Tell participants to turn to the Resource Development Self-Assessment form and to complete it within five minutes. Then go through the questions item by item, and discuss their responses. Tell them to ignore small discrepancies among individual responses, and pay attention to items where, for example, one committee member thinks the program is functioning well and another poorly. That should take 8-10 minutes. Have participants use the remaining time to identify specific areas where they could make improvements. Don't encourage resolutions for action at this time, however.

15-20 minutes What's Next? Planning Our Future. Explain that as a group we need to begin looking at specific things we want to change or improve so we can do a more effective job in resource development. Ask participants to take out their Self-Assessment forms again, and to turn to the What's Next? worksheets. Allow a few minutes for individual work on strategies and then lead participants in comparing responses. Record the responses on newsprint. After the exercise, invite participants to discuss what might be their next steps as a group: for example, meet with the Board to obtain additional information; meet together again at a later date to continue developing a plan for committee work.

10 minutes Evaluation and Wrap-up. Ask the participants to share any final reactions to the workshop. Then ask them to fill out a Workshop Evaluation form, and thank them for attending and working hard.

TOTAL TIME: 3¾ — 4¼ hours

Add about 30 minutes if optional Donor Approach Role Play is included.

Name of Program:
Date(s):
Time(s):
Place:
Facilitator:

RESOURCE DEVELOPMENT
WORKSHOP SCHEDULE

TIME	ACTIVITY
________	Introduction
________	Introductory Exercise
________	Recording/Discussion of Exercise
________	Watch Video Presentation
________	First Reactions Exercise/Discussion
________	BREAK
________	Resources/Needs Exercise
________	Sources of Funding Exercise
________	Donor Approach Role Play (Optional)
________	Special Event Planning Exercise
________	BREAK
________	Resource Development Self-Assessment
________	What's Next? Planning Our Future
________	Evaluation and Wrap-Up

RESOURCES/NEEDS WORKSHEET

Potential supporters of your literacy program will be most receptive to your appeal if you can make a well-organized, succinct statement of what assets you have already, what you have accomplished, what your plans and needs are, and how they can help.

WHERE YOU ARE NOW

One place to start is with what you already have. Funders like to see evidence that they will be contributing to a going concern. They like to know that others have already shown faith in your program by supporting it, and that they are not being asked to bear the whole burden of support.

In addition, listing your resources can be a confidence-builder for yourselves. It's easy to get discouraged if you concentrate all your attention on what you don't have. It's a good idea to take a few minutes to write down what you already have--and then go on to say what specific kinds of help will make you even better.

So start out by making a list of your current activities and resources. Activities in column 1 might include how many tutors and students you have, how many workshops you give, or whether you publish a newsletter. Some resources you might list in column 2 are donated office space; furniture; free or reduced prices for copy or printing services; use of library facilities (e.g., special shelf space for materials for new readers); donations of office supplies; cash contributions; donated expertise of lawyers, accountants, other professionals; donations of time and expertise by your tutors, Board members, director, other volunteer staff members.

What Our Program Does	Resources We Have To Do It

WHERE YOU WANT TO GO

Once you've listed what you already have, start thinking about how you could improve or expand what you do. That will make it easier to tell potential funders what you want to do, and what additional resources you need to make that possible. If your program already has approved objectives and a budget for the coming year, you'll find most of the following information in there. If not, spend a few minutes thinking about what you'd like your program to do beyond what it's doing now.

On the lines labeled "A", state an activity your program would like to undertake.

On the lines labeled "B", write the resources you'll need to make that happen. Include in-kind donations of goods and services as well as dollars. If your program does not have an itemized budget, don't try at this time to guess what this would actually cost. Obtain this information at a later time before you do your final planning, and after the Board has had a chance to develop objectives and a budget.

1A. What we'd like to accomplish: ______________________________

1B. To do it, we need: ______________________________

2A. What we'd like to accomplish: ______________________________

2B. To do it, we need: ______________________________

3A. What we'd like to accomplish: ______________________________

3B. To do it, we need: ______________________________

4A. What we'd like to accomplish: ______________________________

4B. To do it, we need: ______________________________

5A. What we'd like to accomplish: ______________________________

5B. To do it, we need: ______________________________

SOURCES OF FUNDING WORKSHEET

A literacy program may get its start with a single major source of funding, but to assure the program's longevity, it's important to start thinking early on about how to broaden its base of support. A diversified funding base has several advantages. The existence of the program in which everyone has invested so much time will not be threatened if a major grant runs out or is otherwise reduced. In addition, current funders will be encouraged to continue or raise their level of support if they see that the program is developing a stable funding base and is also able to attract the attention and support of others who recognize the contribution it is making to the community. (That's one reason that local supporters--even if they can't give major gifts--are important.)

CURRENT FUNDING SOURCES

Start by looking at your current and last year's budgets. Place a check mark next to the sources of support included in your budgets:

____ sale of materials

____ special fundraising events

____ mail solicitation of donations from community, tutors and other volunteers, students

____ donations of services by professionals such as lawyers, accountants, reading skills advisers

____ grants/donations from foundations, agencies, or individuals

____ grants or in-kind donations from businesses

____ fees for services

____ member dues

____ unsolicited cash donations

____ bequests

____ other (specify) ____

____ other (specify) ____

POSSIBLE FUNDING SOURCES

Now pick three of the funding sources listed above that you did not check, and make a list of the advantages and disadvantages of each. For example, if you are not soliciting contributions from tutors and other volunteers and students, you might think of including that option in your list. Also jot down your best "guestimate" of how much money this activity might raise in the first year.

Source 1: ______________________ Potential $: ________________

ADVANTAGES	DISADVANTAGES
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

Source 2: ______________________ Potential $: ________________

ADVANTAGES	DISADVANTAGES
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

Source 3: ______________________ Potential $: ________________

ADVANTAGES	DISADVANTAGES
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

Appendix D

List of Documents

Documents Reviewed

I. LEGISLATION

Adult Education Act

Public Law 100-297
102 Statutes 302, et seq.
20 United States Code 1201 et seq.

34 Code of Federal Regulations, Chapter IV, pp. 76, 84 (7-1-90 Ed.)

100 Statutes 312, Section 353
54 Federal Register 159 (ss. 426.33 (a)(2), (b)(1) ["353" Grants]

100 Statutes 305, Section 321
54 Federal Register 159 ss. 426.40 (b)(1), (2) and (3) ["321" Grants]

Florida Accountability Legislation

Florida Senate Bills 2054 and 1504

Florida Allocations for Staff Development

Florida Statute 236.081

Amendment to Senate Bill 2300

Specific Appropriation for FEFP Funds
Section 1, 7(A-D) Florida Statute 229.591

II. PUBLICATIONS OF THE BUREAU OF ADULT AND COMMUNITY EDUCATION
Florida Division of Vocational, Adult, and Community Education

Florida Model Noninstructional Adult Literacy Centers

Florida's Adult Education "353" Projects (89-90, 90-91)

Florida's Adult Education/Lifelong Learning Program

The Social and Economic Impact of Adult and Community Education Program
FULL REPORT April, 1991

Community Education Annual Report FY 1989-90

Florida's Adult Education Programs
Challenges and Accomplishments January 1991

Achieving Adult Literacy In Florida
1990 Status Report

Lifeline Special Supplement Florida Adult Literacy Plan, Executive Summary, Achieving Adult Literacy Status Report, 1988-90

Florida Adult Literacy Plan